ED 457 312 AA 001 338

Resources in Education (RIE). Volume 37, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (KN)

ED 457 313 CE 078 926

Wiltshire, Kenneth
Rapporteur-General's Oral Report.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Developed Nations; Developing Nations; *Economic Change; *Educational Attitudes; Educational Economics; Educational Needs; Educational Resources; *Educational Trends; Employer Attitudes; *Futures (of Society); Global Approach; Government Role; Institutional Cooperation; Integrated Curriculum; Lifelong Learning; Partnerships in Education; Postsecondary Education; Secondary Education; *Social Change; Student Attitudes; Technical Education; *Vocational Education
IDENTIFIERS- Globalization

An international congress produced discussion and debate regarding the factors that will shape technical and vocational education in the new century and the new millennium. Speakers declared that the 21st century will be an era of knowledge, information, and civilization. According to the speakers, key

NOTE- 41p.; Distributed in collaboration with National Association of State Directors of Vocational Technical Education Consortium and National Conference of State Legislators.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Delivery Systems; *Educational Finance; Educational Legislation; Educational Objectives; *Educational Policy; Educational Quality; Educational Trends; *Financial Support; Grants; Guidelines; Guides; High Schools; Incentives; Information Needs; National Surveys; *Policy Formation; Program Costs; State Aid; State Legislation; State of the Art Reviews; *State Programs; Student Participation; Trend Analysis; Units of Study; Vocational Directors; *Vocational Education; Vocational Schools
IDENTIFIERS- *Funding Formulas; Reimbursement Programs; Weighting (Statistical)

This document, which is based on information supplied by state vocational administrators from across the United States, presents information that is intended to help state policymakers make more informed decisions about vocational education funding. Different funding formulas and funding levels are presented to illustrate the approaches that different states are using to support their vocational programs. Section 1 explains the multiple purposes of vocational education, reviews factors that can contribute to higher costs for vocational education, and describes how differences in the delivery of vocational instruction can affect program quality and cost. Section 2 summarizes the results of a 50-state survey examining vocational education funding patterns across the United States. Section 3 identifies funding practices that may help inform state-level policymakers and discusses the types of information that states will likely need to collect in order to evaluate their vocational funding systems. Special attention is paid to the intended and unintended effects of state legislation regarding vocational education. The following state funding approaches are explained and compared: (1) foundation grants; (2) unit cost funding (funding by full-time equivalent student participation, instructional unit, and cost reimbursement); (3) weighted funding; and (4) performance funding. Five state funding matrices are appended. (MN)

ED 457 330 CE 082 328

Gray, Kenneth C.; Walter, Richard A.
Reforming Career and Technical Education Teacher Licensure and Preparation: A Public Policy Synthesis. Information Paper 1001.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Articulation (Education); Change Strategies; Comparative Analysis; Credentials; Delivery Systems; Education Work Relationship; *Educational Change; Educational Demand; Educational Objectives; *Educational Policy; Educational Supply; Educational Trends; Experiential

sought by industry. Key to establishment were close interaction between employers and federal or state apprenticeship officials; apprenticeship representatives who fostered good communication early in the process and resolved concerns among all parties; and coordination with other federal and state workforce development efforts to obtain necessary resources. (Summaries of example programs are appended.) (YLB)

ED 457 346 CE 082 355

Building Jobs, Rebuilding Lives: Placing Ex-Offenders with Employers in the Residential and Light Commercial Construction Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Office of Correctional Education.
PUB DATE- 99
NOTE- 36p.; Home Builders Institute is the educational arm of the National Association of House Builders.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Building Trades; Construction (Process); *Correctional Rehabilitation; Criminals; Employment Opportunities; Employment Services; Hand Tools; *Job Placement; Job Search Methods; *Marketing; Mentors; Prisoners; *Public Relations; Reentry Workers; Technology Education; Work Experience Programs
IDENTIFIERS- *Exoffenders; *Marketing Plans; Marketing Strategies

This guide presents a focused, structured method of facilitating ex-offender employment. Section 1 takes classic marketing techniques and adapts them to the needs of the particular situation, placing ex-offenders in meaningful employment. The set of specific requirements for creating a workable marketing plan is condensed to six basic steps that are outlined in a generic fashion. The six components of a marketing plan are to: establish an objective; identify needs of the target market; evaluate how the product can meet the needs of the target market; market penetration strategy; post-sales follow-up; and assess marketing plan and results. Section 2 guides the reader through the above six steps necessary to creating a basic marketing plan and the specific needs of such a plan designed to enhance employment prospects in the home building industry for ex-offenders. Section 3 discusses things to include in a marketing plan as tools that can be used in developing and implementing the plan: stakeholders group; budgets; and flowcharts and timetables. Section 4 examines assistance aside from direct financial support that can be important adjuncts to the operation of ex-offender placement programs: work experience programs, donation programs (for tools), and mentoring programs. Section 5 addresses how public relations can play a major part in almost every aspect of a placement program. A list of 21 organizational resources is appended. (YLB)

ED 457 347 CE 082 356

Phelps, Richard P.; Parsad, Basmat; Farris, Elizabeth; Hudson, Lisa
Features of Occupational Programs at the Secondary and Postsecondary Education Levels. Statistical Analysis Report.
PUB DATE- 01
NOTE- 143p.
LANGUAGE- English

for more than 100 years, the study circle concept is firmly entrenched in Sweden and serves as a means of adult education. Study circles are encouraged by government support as a means of promoting democracy in the country through talking together about issues. Study circles utilize the experiences of ordinary people as a starting point for exploring socially relevant concepts. Each circle consists of 5-10 people plus a trained facilitator (not teacher). Circles usually work through a study guide during at least 7 sessions of about 20 hours each. Study circles promote literacy education, since talking is recognized as a component of literacy. Australia could benefit from the use of study circles in adult education, and efforts are being made to promote their use. Guides and packets for study circles are being developed in Australia and study circles are being encouraged as a vehicle for adult literacy education. Of particular interest is the International Study Circles Project (http://www.tsl.fi/ifwea/isc/). (Contains 13 references.) (KC)

ED 457 364 CE 082 394

Butler, Lu; Wilson-Jones, Lesley
Life Online from the Writers' Desks.
PUB DATE- 01
NOTE- 4p.; ARIS Resources Bulletin is published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Adult Literacy; Computer Uses in Education; *Daily Living Skills; Developed Nations; *Developmental Disabilities; Foreign Countries; *Internet; Learning Disabilities; Literacy Education; Mild Disabilities; *Online Courses; Online Systems; Relevance (Education); Young Adults
IDENTIFIERS- *Australia (Victoria)

Life Online is an online program in Victoria, Australia designed for young adults with mild intellectual disabilities. The program appeals to both teachers and students through content that is relevant to the everyday lives of this client group; real life characters to whom students can relate; activities that are achievable but need teaching and reinforcement in the classroom; easy navigation tools; and support through visual and auditory cues throughout the program. Topics included in the online programs include nutrition, budgeting, menu planning, shopping, money skills, electronic banking, independent travel, and community access. The program was a finalist for the Innovative Training Category of the 2001 Victorian Training Awards announced in September 2001. (KC)

ED 457 365 CE 082 395

Brooks, Greg; Davies, Rachael; Duckett, Laura; Hutchison, Dougal; Kendall, Sally; Wilkin, Anne
Progress in Adult Literacy: Do Learners Learn?
PUB DATE- 01
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Educators; *Adult Literacy; Adult Programs; Adult Students; Attendance; Basic Skills; Basic Writing; Comparative Analysis; Criterion Referenced Tests; Foreign Countries; Instructional

PUB DATE- 01
NOTE- 84p.; Report commissioned by the Ministerial Council on Education, Employment, Training, and Youth Affairs, Vocational Education, Employment, and Training Women's Taskforce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Course Selection (Students); Credits; Data Analysis; Disabilities; Education Work Relationship; Educational Attainment; Educational Trends; *Employment Patterns; Employment Qualifications; English (Second Language); *Enrollment Trends; Equal Education; Ethnic Groups; Females; Foreign Countries; Geographic Regions; Immigrants; Indigenous Populations; Limited English Speaking; Males; Minority Groups; National Surveys; Nontraditional Occupations; *Outcomes of Education; Postsecondary Education; Prior Learning; Regional Characteristics; Secondary Education; *Sex Differences; Tables (Data); Trend Analysis; Unemployment; *Vocational Education; *Womens Edu *Australia; TAFE (Australia)
IDENTIFIERS- *Australia; TAFE (Australia)

The participation of women in vocational education and training (VET) in Australia in 1996-1999 was examined. Data for the analysis were obtained from annual national VET data collections and relevant reports. The analysis focused on the following areas: general trends, fields of study, qualifications, areas of learning, module outcomes, employment outcomes, and outcomes achieved by specific target equity groups. From 1996 to 1999, the number of women undertaking a VET program increased by 26%, whereas the number of men in VET increased by 20%. In 1999, proportionally fewer women than men were enrolled in the following fields: engineering/surveying; land and marine resources/animal husbandry; and architecture/building. In 1999, both women and men were likely to be undertaking higher-level courses than in 1996. Proportionately fewer women and men were enrolled in courses in the technical and further education (TAFE) "multifield education" field of study in 1999 than in 1996. Overall, little variation in the outcomes achieved by men and women between 1996 and 1999 was found. Men had proportionally more recognition of prior learning and credit transfer than women. In May 1999, 30.9% of women TAFE graduates and 56.6% of male TAFE graduates were employed full time. (Contains 97 tables/figures.) (MN)

ED 457 382 CE 082 423

Grabill, Jeffrey T.
Community Literacy Programs and the Politics of Change.
PUB DATE- 01
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Basic Education; Adult Literacy; Adult Programs; Adult Students; Case Studies; Change Agents; Change Strategies; *Community Education; Community Programs; Computer Uses in Education; Definitions; *Educational Change; Educational Objectives; Educational Theories; Institutions; *Literacy Education; *Organizational Change; Organizational Objectives; Organizations (Groups); Participation; Participative Decision Making; Political Power;

Melbourne (Australia).
PUB DATE- 01
NOTE- 115p.; Funded by the Southern Western Port Council of Adult, Community and Further Education.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Conflict Resolution; *Correctional Education; *Cultural Awareness; Developed Nations; *Drug Abuse; First Aid; Foreign Countries; Health Services; *High School Equivalency Programs; Indigenous Populations; Instructional Materials; Interpersonal Competence; *Learning Activities; Literacy Education; Numeracy; Reading Skills; Role Playing; Writing Skills
IDENTIFIERS- Australia; Certificates of General Educ Adults (Australia)

This resource book features texts and activities for students in Australian correctional environments to develop skills necessary to complete the Certificates of General Education for Adults (CGEA). Resources and activities are geared for students at level 3 of the CGEA in reading and writing. A table provides examples of how texts and activities support CGEA delivery. "Being Australian" encourages students to look at different cultures, introduces the debate on the stolen generation through letters to the editor, and looks at experiences of two migrants. A recipe from Vietnam provides a model and integrated numeracy practice. Students write about themselves in an extended piece. "Are You Mad?" uses a quiz to introduce ways to deal with conflict; encourages students to look at the way they interact with people around them; provides information on passive, aggressive, and assertive behavior styles; and offers students the opportunity to examine their own reactions in a range of situations. Activities include using a dictionary, discussion points, and interpreting quiz results. The unit ends with student role-plays. "Agony and Ecstasy" uses the theme of drug abuse to promote reading and writing. Texts include a survey on illegal drug use, newspaper articles, instructions on basic first aid, and information texts on health services. The unit ends with role-plays about dealing with health service providers and situations. "That Smells!" introduces uses of aromatherapy. Activities include a cloze text on the history of essential oils, sentence level writing practice, dictionary work, and integrated numeracy practice. The unit suggests students explore the impact of layout and design on text by producing an aromatherapy chart and write a piece on their opinion of aromatherapy and its uses. (YLB)

ED 457 399 CE 082 456

Millar, Pat; Falk, Ian
Seniors Online: Online Literacy and Learning by Senior Citizens in Rural Centres.
SPONS. AGENCY- Australian National Training Authority, Melbourne.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 31p.; Funded under the ANTA Adult Literacy National Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Computers; *Adult Learning; Adult Literacy; Case Studies; Community Development; Computer Uses in

of neighborhoods and presents 10 specific guidelines for organizing study circles in a neighborhood. The next section consists of broad guidelines, discussion questions, and tips to help facilitators conduct four discussion sessions. Session 1 gives participants a chance to talk about their connections to the neighborhood and hear others' experiences. Session 2 offers a menu of issues for community study circles to address. The issues raised include building a stronger feeling of community, making one's neighborhood a better place for young people, improving neighborhood safety, building a more livable neighborhood, creating good jobs for the neighborhood, and working with schools to improve education and the neighborhood. Session 3 examines building a stronger, more effective neighborhood by solving problems, planning for the future, and building a sense of community. Session 4 examines strategies for moving from words to actions. Forty action ideas are presented. Concluding the document are guidelines for serving in the roles of study circle facilitator and recorder. (MN)

ED 457 416   CE 082 522

Schofield, Kaye
Re-Imposing Our Will on the Information Economy.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Australian National Training Authority Net*Working Conference (Melbourne, Australia, September 1-3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Comparative Analysis; Cultural Awareness; Cultural Context; *Economic Development; Educational Objectives; Educational Trends; Foreign Countries; Human Capital; *Instructional Leadership; Position Papers; Postsecondary Education; *Role of Education; Secondary Education; Social Capital; *Social Change; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; Canada; Finland; Global Economy; *Information Economy; Information Society; Learning Communities; Sense of Community; United Kingdom; United States

Globalization is an evolving concept characterized by economic, technological, social, and political dimensions. Vocational education and training (VET) practitioners and the VET system must make more conscious efforts to lead thinking about the social dimension of globalization. The mission of Australian VET today is largely couched in economic terms--to ensure a skilled work force capable of helping the country's industries become globally competitive. In Australia, much of the debate about globalization has focused on economics and technology, and the social and political dimensions of globalization have largely been side-stepped. The Australian education and training system has worked very hard to ensure that technology is pressed to the service of VET rather than falling for the trap of technological determinism. The challenge is not so much to invest in the technologies but to more quickly and effectively apply the technologies for the purposes of vocational learning and for using them to transact VET business. The following issues related to the social dimensions of globalization remain vitally important to the development and delivery of VET: access; Australian cultural identity; and community. Australia's VET practitioners and leaders must support a community-building purpose for VET and work to enhance the stock of social capital in their communities. (MN)

*Measures (Individuals); Self Actualization; *Test Interpretation; *Tests

Clients' recall and understanding of test interpretations are frequently incomplete. It has been shown that clients who receive test interpretations generally make greater gains in incorporating the results. This document presents a client centered approach to testing and interpretation. It explains how the client first participates in the selection of the general type of tests to be administered, and then with the help of the guidance counselor, learns how to interpret the test. This process helps reduce the chance of a client misunderstanding the test results or recalling them inaccurately. Test results in counseling constitute interventions that can facilitate change and lead to greater awareness, knowledge, and self understanding. This ultimately can lead clients to make more effective decisions. (Contains 20 references.) (JDM)

ED 457 439 CG 031 175

Smith, Douglas K.
Use of the Kaufman Adolescent and Adult Intelligence Test (KAIT) in the New Millennium.
PUB DATE- 01
NOTE- 13p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Case Studies; *Counseling Techniques; Intelligence; *Intelligence Tests; Measures (Individuals)
IDENTIFIERS- *Kaufman Adolescent and Adult Intelligence Test

This article describes the Kaufman Adolescent and Adult Intelligence Test (KAIT), emphasizing its theoretical base and the distinction between crystallized and fluid intelligence. It presents a synopsis of standardization data as well as reliability and validity data. Several uses of the KAIT are described with two case studies presented to illustrate its usefulness. The KAIT has strong psychometric properties and is well suited for use in both school and clinical settings. It contains more subtests measuring fluid intelligence than any other cognitive battery. All subtests require the use of formal problem solving skills. The KAIT has a strong theoretical base and offers an additional option for the evaluation of individuals ages 12 to 85. (Contains 12 references.) (JDM)

ED 457 440 CG 031 176

Vacc, Nicholas A.; Loesch, Larry C.; Lubik, Ruth E.
Writing Multiple-Choice Test Items.
PUB DATE- 01
NOTE- 10p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Evaluation; Item Analysis; *Measures (Individuals); Multiple Choice Tests; Questioning Techniques; Testing Problems; *Tests

Multiple choice tests are widely viewed as the most effective and objective means of assessment. Item development is the central component of creating an effective test, but test developers yourself. Chapter 4 is directed towards student services practices and discusses how to intervene in and investigate sexual harassment. A list of resources usually available from state Departments of Education is included. Appendixes include: State Laws Prohibiting Sex Discrimination and Sexual Harassment, Information on these State and Federal Laws, A Sample School District Policy, a True/False Quiz, a group worksheet, and Case Studies dealing with Sexual Harassment. (Contains 2 tables and 15 references.) (JDM)

ED 457 462 CG 031 234

LaFountain, Rebecca M.; Garner, Nadine E.
A School with Solutions: Implementing a Solution-Focused/Adlerian-Based Comprehensive School Counseling Program.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comprehensive Programs; *Conflict Resolution; *Counseling; Counseling Theories; *Counselor Training; *Curriculum Development; Elementary Secondary Education; School Counseling
IDENTIFIERS- Adler (Alfred); Solution Focused Brief Therapy

This book explains how counselors can integrate the theories of solution focused and Adlerian counseling into a comprehensive developmental counseling curriculum. Following an introduction in Chapter 1, Chapter 2 explains how support needs to be developed among the staff to implement a comprehensive school program. The comprehensive developmental counseling curriculum is described in Chapter 3. A conflict resolution focused program is presented in Chapter 4. In Chapter 5, individual planning is explained as a way to guide the personal; social; educational; and career goals of students. Responsive services are described in Chapter 6 as a way to offer immediate response to students in crisis. Group counseling, another direct responsive services, is discussed in Chapter 7. Chapter 8 covers indirect solution focused Adlerian services such as consultation. Chapter 9 describes the supportive services that are needed to implement a comprehensive developmental counseling program. Following each chapter are examples of forms for assessment. (Contains 6 figures, 3 tables, and 87 references.) (JDM)

ED 457 463 CG 031 235

Campbell, Chari A.; Dahir, Carol A.
Sharing the Vision: The National Standards for School Counseling Programs.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; Career Guidance; Competence; Elementary Secondary Education; Guidance Programs; Interpersonal Competence; *National Standards; School

program. In addition, the use of the ACES to structure feedback and discussion of intern performance may enhance the training experience and subsequent competence of AODA counselors. (Author/JDM)

ED 457 484 CG 031 265

Johnson, W. Brad
Creating a Culture of Mentoring: Recommendations for Graduate Programs.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Diego, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Advisers; *Graduate Students; Higher Education; Institutional Mission; *Mentors; Models; Psychology; Supervision; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Vertical Thinking

Although the traditional mentoring paradigm in graduate schools is that of a single faculty-student dyad working intensively on scholarly and research endeavors, contemporary training models in professional psychology require new approaches to mentoring. Graduate programs must tailor mentoring to meet their missions and cultures. The vertical team model is one promising medium for mentoring in large professional programs. In this model, faculty lead research-oriented or clinically-oriented weekly team meetings for the purpose of teaching, modeling, and supervising student research or clinical work in the faculty member's area of expertise. Students then select teams based on shared interests. These faculty members then become the student's program advisor. In this way even programs with large student numbers can facilitate faculty-student matching and mentoring formation. (Contains 14 references.) (JDM)

ED 457 485 CG 031 266

Kirsh, Steven J.; Olczak, Paul V.
"I Felt It Tear Flesh": Violent Comics and Social Cognition.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Diego, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Cognitive Processes; College Students; *Comics (Publications); Higher Education; Influences; Intention; Psychology; Sex Differences; *Social Cognition; *Violence

This study investigated the effects of reading extremely violent versus nonviolent comic books on 249 introductory psychology students' interpretations of overt and relational provocation situations. After reading their assigned comic books, participants read hypothetical stories in which an overt or relational aggression occurred, but the intent of the provocateur was ambiguous. After each story, participants were asked a series of questions about the provocateur's intent.

An attempt was made to determine how college seniors view their potential for managing work-family conflict. College students (N=324) attending a private college in the Northeast completed a survey. The study hypothesized that maternal work history would be related to college seniors' level of concern about future work-family conflict. It also hypothesized that preferences about the timing of marriage and childbearing would be related to students' concern about future work-family conflict. Two main findings emerged from the results. College students who expressed less concern about future work-family conflict had mothers who worked more during their growing-up years and these students expected to delay their own marriage and childbearing. Parents are particularly important influences as their adult children determine their own appropriate role identity investments. Future research needs to estimate the relationship between parental marital status, race, and concerns about future work-family in samples large enough to permit analysis of each minority group. (Contains two tables.) (JDM)

ED 457 507   CG 031 294

Bauman, Stephanie SanMiguel; Bauman, Robert A.
Understanding the African-American Experience: An Interdisciplinary, Multimedia Approach.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Blacks; Counseling; Cultural Pluralism; Curriculum Development; Higher Education; History; Psychological Studies; Psychologists; *Racial Identification; Resilience (Personality); *Social Experience
IDENTIFIERS- *African Americans; *Du Bois (W E B); Multicultural Counseling

Psychological and historical perspectives on what W.E.B. Du Bois described as "double-consciousness" or "twoness" offer distinct yet complementary viewpoints of the African American experience. A counseling psychologist and an American historian examined the issue of African American identity using an interdisciplinary teaching approach. The incorporation of print and audiovisual media helps reveal the African American experience of oppression, along with the development of identity and the demonstration of resilience. Knowledge of African American history and familiarity with psychological models of cultural identity development are prerequisite to increased therapist cultural sensitivity and multicultural counseling skills. (Contains 33 references.) (Author/JDM)

ED 457 508   CG 031 295

LoCicero, Kenneth A.; Blasko, L. Shane; Ashby, Jeffrey S.; Martin, James L.; Bruner, Linda P.; Edge, Charles A.; Kenny, Mary-Catherine
Multidimensional Perfectionism and Coping Resources in Middle School Students.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 11; High Schools; *Language Arts; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

This document deals with testing in communication arts for 11th graders in Missouri public schools. The document contains the following items from the Test Booklet: "Two Words" (Isabel Allende) (Session 1, Items 5, 6, and 7); "Gumshoes Turn to Internet for Spadework" (Nicole Gaouette) (Session 1, Item 5); a writing prompt; and a writer's checklist. It also contains scoring guides for the Session 1 Items, and the writing prompt. (NKA)

ED 457 531 CS 510 625

Missouri Assessment Program, Spring 2001: Communication Arts, Released Items, Grade 11.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 11; High Schools; *Language Arts; Poetry; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

This document deals with testing in communication arts for 11th graders in Missouri public schools. The document contains a short poem "Signs for My Father, Who Stressed the Bunt" (David Bottoms) for students to read and gives four questions for students to answer (Items 15, 16, 17, and 18) in Session 1. It also provides scoring guides for the same items and for a writing prompt delineated in Session 2. (Includes an extensive relevant glossary of terms for the Communication Arts MAP Test.) (NKA)

ED 457 532 CS 510 626

Missouri Assessment Program, Spring 2001: Communication Arts, Released Items, Grade 7.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 7; Junior High Schools; *Language Arts; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

strategies and techniques. The harm that stress can and does cause is described. Anecdotes portray various unique stresses educators experience. A three-step relaxation and energy-enhancing practice is presented that includes breath-control exercises, an energy-generating form, and concentration (meditation) techniques. An accompanying CD includes 11 relaxation routines set to soothing background music. Individuals who were taught these relaxation and energizing techniques reported overall feelings of well-being, increased self-confidence, less frequent headaches or bouts of insomnia, and better personal relationships with spouse, children, employer, and colleagues. The techniques can be used anywhere and at anytime. They have proved valuable for school children, teenagers, adults, and senior citizens. Appendix A contains a stress survey, and Appendix B contains words of wisdom from Grandmaster Michael Andron. A list of 40 references for recommended reading and a resource list that includes World Wide Web sites conclude the book. (RT)

ED 457 551 EA 031 278

Gil, Libia S.
Principal Peer Evaluation: Promoting Success from Within.
PUB DATE- 01
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; *Management Development; *Peer Evaluation; *Professional Development

This book presents a framework for administrator peer evaluation within school districts that is already at work and succeeding. The evaluation design emphasizes results, promotes professional growth and development, models expectations for students and teachers, and meets Interstate School Leaders Licensure Consortium standards. Chapter 1 highlights the historical context for challenging the status quo of a school district and moving to a different level of professional engagement. Chapter 2 describes the genesis of a peer-evaluation concept for principals. A framework for student-based decision making is also outlined in this chapter. Chapter 3 documents the process of establishing a new format for the evaluation process. Chapter 4 contains crucial information for school districts seeking a model and describes the process of creating continuum-based principal performance and leadership standards. Chapter 5 contains a summary of progress, a view to the future, an examination of unresolved challenges, and the identification of future opportunities that will fuel efforts as the leadership role is redefined. Insights from principals' perspectives are also provided in this chapter. Appendix A contains a copy of the article, "Principals Evaluating Peers," in which the early phases of establishing the principal peer-evaluation process are described and its strengths and weaknesses identified. (RT)

ED 457 552 EA 031 279

Garmston, Robert J.; Wellman, Bruce M.
The Adaptive School: A Sourcebook for Developing Collaborative Groups.
PUB DATE- 99

The Standards Implementation Design (SID) System.
PUB DATE- 00
NOTE- 144p.; The National Study of School Evaluation and the Western Association of Schools and Colleges/Accrediting Commission of Schools granted the use of materials/ideas for this SID document. Publication number RS-01-0173.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Improvement; Educational Objectives; Educational Planning; Educational Quality; Elementary Secondary Education; Learning Processes; Outcomes of Education; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Program Improvement; *School Effectiveness
IDENTIFIERS- *Hawaii

The Standards Implementation Design (SID) system is a comprehensive framework for analyzing school performance, planning for improvement based on the analysis, implementing the improvements, and evaluating results. It is designed to engage school personnel in introspection about student achievement as related to curriculum, the teaching and learning process, and use of school resources. The system results in six key outcomes: inclusiveness, purposefulness, student-focused efforts, action-orientation, accountability, and strong leadership and support systems. The SID process consists of seven tasks: (1) develop the school profile; (2) define, redefine, and/or clarify vision, purpose, and beliefs; (3) develop and/or clarify schoolwide learner outcomes; (4) analyze instructional and organizational effectiveness; (5) prioritize growth areas and develop a standards implementation action plan; (6) implement the plan and establish a follow-up process to monitor implementation and accomplishment of the schoolwide standards; and (7) evaluate results and plan for continuous improvement. Four rubrics are provided to guide schools in assessing the efficacy of results or the process itself: assessing the SID parameters, assessing the SID process, assessing instructional and organizational effectiveness, and assessing the standards implementation action plan. The SID process is not meant to be strictly linear or sequential, but conducive to productive conversation among school personnel. Appended are sample standards implementation action plans, school-level sample and department or grade level sample. (RT)

ED 457 572 EA 031 321

Exemplary & Promising Gender Equity Programs, 2000.
PUB DATE- 01
NOTE- 69p.; Prepared by the U.S. Department of Education's Gender Equity Expert Panel.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Gender Issues; Government Publications; Programs

This report identifies promising and exemplary programs that promote gender equity in and through education during the 1996-99 Gender Equity Expert Panel review cycle. These programs need to meet four criteria: evidence of success/effectiveness in promoting gender equity, quality of program, educational

Trimester Schedules.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Block Scheduling; High Schools; *School Schedules

Despite the popularity of schedule modifications as a cost-effective reform to improve student outcomes, little empirical research on the consequences of alternative schedules has been conducted. The literature has been dominated by anecdotal reports. Even when empirical evidence is examined, causal comparisons of school outcomes between schedules must be interpreted with caution, due to the number of confounding variables. A review of the literature shows positive and negative outcomes that depend on how teachers make use of schedule changes. The study described in this report compared the outcomes of achievement attained by high school students educated in block, semester, and trimester schedules in 1 urban district during 4 years. The study examined student annual grade-point averages, scores on the Stanford Achievement Test 9, credits attempted and earned, and absentee rates. Descriptive and inferential statistics were utilized. Analysis of covariance was the primary tool to test for mean differences between student outcomes. The study controlled for race or ethnicity, limited English proficiency, free or reduced lunch, gender, and special education. Students in a semester schedule had higher grade-point averages (adjusted mean 2.35) than those in block schedules (2.29) or trimester (2.22). Although the differences in this study were significant, questions regarding their practical significance should be raised. Weick's social-psychological model of organizing suggests that a school's normative structure is only loosely coupled with its behavioral structure. In short, structure may change without affecting behavior, and vice versa. This study reaffirms the importance of educators' thinking beyond structural changes. While structural changes may be necessary for student improvements, they are not sufficient. Educators must also consider the necessity of curriculum and policy alignment, professional development, changes in power relationships, and normative changes regarding schooling. (Contains 41 references.) (Author/RKJ)

ED 457 591 EA 031 347

Browne, Mark; Leetch, Linda
Health Insurance for Public School Teachers in Wisconsin: A Good Value for Taxpayers or a Case of Market Abuse?
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Fringe Benefits; *Health Insurance; Insurance Companies; *Public School Teachers
IDENTIFIERS- Wisconsin

A study examined one state's suggestion for more cost-effective health insurance for teachers. Health insurance coverage for public school teachers in Wisconsin is determined through a collective-bargaining process. The Wisconsin Education Association (WEA) Insurance Corporation is affiliated with the states largest teachers' union and provides coverage to about 85 percent of the state's districts. Districts rarely put technical changes, and impact. (CR)

ED 457 609   EC 308 615

Transition from the Infants and Toddlers Early Intervention Program to the School District Prekindergarten Program for Children with Disabilities. Technical Assistance Paper 10925.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; Educational Planning; *Federal Legislation; *Individualized Education Programs; *Parent Teacher Conferences; Preschool Children; Preschool Education; Special Education; *Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This technical assistance paper focuses on the transition of children with disabilities birth to three and their families from the Infants and Toddlers Early Intervention Program for children ages birth to three to the Prekindergarten Program for Children with Disabilities for children ages three to five. The information presented is consistent with the requirements for transition outlined in the Individuals with Disabilities Education Act 1997. Presented in a question and answer format, information is provided on the following topics: (1) goals of the transition process; (2) eligibility for preschool services; (3) parent permission; (4) starting services; (5) initiating the transition process; (6) timing of the services; (7) recommended components of a transition interagency agreements and how agreements promote transition planning; (8) the purpose of the transition planning meeting; (9) participants of the transition planning meeting; (10) documentation; (11) participation of the early intervention primary service coordinator in the transition meeting; (12) use of the family support plan; (13) differences between the family support plan and the Individualized Education Program; (14) temporary assignments; and (15) options for providing uninterrupted services. An appendix includes a transition plan form. (CR)

ED 457 610   EC 308 616

Kerr, Barbara A.; Cohn, Sanford J.
Smart Boys: Talent, Manhood, and the Search for Meaning.
PUB DATE- 01
NOTE- 358p.; With contributions by Audie Alcorn, Tom Anderson, Sam Claiborn, Megan Foley-Nicpon, James T. Webb, and Kayoko Yokoyama. Formerly Gifted Psychology Press, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; Child Development; Child Rearing; Children; Cognitive Development; *Developmental Stages; Elementary Secondary Education; Family Relationship; *Gifted; Higher Education; *Interpersonal Competence; *Males; Masculinity; Minority Group Children; Parent Child Relationship; Preschool Education; Social Bias; Social Development; *Teaching Methods; *Underachievement

This book explores issues faced by gifted boys and men and the

DESCRIPTORS- *Behavior Change; *Behavior Disorders; Classroom Environment; Compliance (Legal); Discipline; *Educational Environment; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; Federal Legislation; Inclusive Schools; Intervention; Special Classes; *Student Needs; *Student Placement
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Positive Behavioral Support

This document presents the texts of 11 major presentations and conference highlights from a February 2001 conference on the social, academic, and behavioral needs of students with challenging behavior in inclusive and alternative settings as required under the 1997 amendments to the Individuals with Disabilities Education Act. The presentations are: (1) "The Changing Scene in Service Delivery for Children and Youths with Challenging Behavior: Where We Have Been, Where We Are, What We Need To Do Next" (Richard J. Whelan and others); (2) "The History of Federal Support and Children with Emotional Disturbance" (Renee Bradley); (3) "Addressing Challenging Behaviors among Young Children" (Donna E. McCrary); (4) "Comprehensive Programming for Elementary Students with Behavioral Disorders" (Ralph Gardner, III, and Shelli Frazier-Trotman); (5) "Programming for Middle and Secondary School-Aged Youths with Emotional or Behavioral Disorders: Strategies and Procedures for Academic and Nonacademic Instruction" (Eleanor C. Guetzloe); (6) "Job Placement and Support Considerations in Transition Programs for Adolescents with Emotional Disabilities" (Michael Bullis); (7) "Alternative Education Programs: Empowerment or Entrapment?" (Ann Fitzsimons-Lovett); (8) "Features of Model Programs for Children and Youths with Problem Behaviors" (Glen Dunlap and others); (9) "Data-Based Decision Making To Ensure Positive Outcomes for Children and Youths with Challenging Behavior" (Philip L. Gunter); (10) "Student Diversity Revisited: Is It Part of Our Academic Planning for Children and Youths with Challenging Behaviors?" (Kelli Beard Jordan and Andre J. Branch); and (11) "Strategies for Maintaining Positive Changes in Academic and Nonacademic Performance" (Maureen A. Conroy and Jennifer Sellers). (Individual papers contain references.) (DB)

ED 457 630 EC 308 640

Phase II Study Proposal Briefs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Ancillary School Services; College Students; *Delivery Systems; *Disabilities; Education Work Relationship; Educational Policy; *Educational Practices; Educational Trends; Higher Education; Inclusive Schools; Models; Outcomes of Education; *Postsecondary Education; Program Evaluation; Student Needs; *Student Personnel Services; *Transitional Programs; Vocational Rehabilitation

This document collects 23 study proposal briefs presented to the National Center for the Study of Postsecondary Educational Supports. The proposals address the following topics concerned with postsecondary services for students with disabilities: cultural empowerment, longitudinal analysis of postsecondary students' experience, effective models of educational supports, effective instructional strategies and supports for students assessments, appeals procedures, and other safeguards which must be implemented for the statewide assessment systems to comply with the law and guarantee educationally sound opportunities to students with learning disabilities. Following an introduction, Section 2 of the report analyzes the nature of learning disabilities and how the design of many standardized tests discriminates against students with those disabilities. Section 3 contains a brief analysis of the federal laws that protect students with learning disabilities in the testing context. Section 4 examines what state educators can and must do to ensure students with learning disabilities are treated fairly with respect to a high-stakes assessment system. Finally, Section 5 looks at how high-stakes tests have been implemented in several states across the country, including Oregon, in which a lawsuit brought by students with learning disabilities led to a comprehensive evaluation of that state's assessment system by a panel of experts in testing and learning disabilities. (Contains 22 references.) (CR)

ED 457 649 EC 308 661

Keilty, Bonnie; Freund, Maxine
Behavioral Indicators of Microprematurity through the Lens of Mastery Motivation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 56p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001). Part of the Motivating for Competence Project, Department of Teacher Preparation and Special Education, Graduate School of Education and Human Development, George Washington University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Weight; Child Development; *Cognitive Development; Infants; *Motivation; Motor Development; *Perinatal Influences; *Premature Infants; *Problem Solving; *Time on Task

This paper presents the results of a comparative analysis between full term typical infants and those born micropremature in the developmental construct of mastery motivation. The sample consisted of 10 micropremature infants with developmental levels within the normal limits and 10 full term 9- to 12-month-olds (adjusted for prematurity) matched by age and gender. For the micropremature group, mean birth weight was 756.4 grams with a gestational age of 25.5 weeks. The average length of time on oxygen for the micropremature infants was 97.6 days. Two were reported to have retinopathy of prematurity, and one was reported to have a grade III intraventricular hemorrhage. Results indicated the full term groups demonstrated significantly more intervals of task persistence than the micropremature group in problem-solving tasks. Consistent with previous research, most infants did not show any pleasure or displeasure. However, a few infants exhibited high levels of task pleasure, which was observed more frequently in the full term group. The full term group also completed significantly more solutions in the problem-solving tasks that the micropremature group. For the micropremature group, there was a highly significant correlation in task persistence between the effect production and practicing sensorimotor skills task categories. Overheads explaining the billion. Allocations for new school construction are $550 million; the remaining $950 million is dedicated to renovation work. Another $2.5 billion of needed additional renovation and new construction, unfunded at the present time, is also identified. The district has utilized a variety of funding sources, with the premier source being four successful voter-approved bonds in the last 25 years. Using the available funds, the district will implement the first phase of renovation and new construction within the next five to ten years. (GR)

ED 457 671 EF 005 997

Fielding, Randall
Amsterdam Watershed: An Interactive Forum on Innovative Alternatives in Learning Environments.
SPONS. AGENCY- National Clearinghouse for Educational Facilities, Washington, DC.
PUB DATE- 01
NOTE- 20p.; Also sponsored by the AIA Committee on Architecture for Education, School Construction News, and C/S Group. Interviewers were Randall Fielding, Jeffery Lackney, William Brenner, Lia Burgers, Charles H. Boney, Jr., Prakash Nair, Arnie Glassberg, Andy Simpson, John Lyons, James E. LaPosta, Jose M. Freire da Silva, and Sarah Woodhead.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Architects; Conferences; Elementary Secondary Education; Flexible Facilities; Foreign Countries; *Prediction; *Public Schools; *School Community Relationship; *Shared Facilities; *Urban Schools
IDENTIFIERS- Finland; *Learning Environments; Netherlands

Bruce Jilk, conference chairman for the American Institute of Architects' Committee on Architecture for Education Fall Meeting (Amsterdam, Netherlands, November 7-10, 2000) provides his views on the future of schools, school/community integration, and shared spaces with surrounding businesses. Mr. Jilk comments on Finland's Heinavaara Elementary School and the future of "have-not" urban schools. Also examined are the meaning of learning, classroom size, consciousness in learning, and the architect's role in educational leadership. Discussions on facility flexibility, risks of innovation, and the impact of the environment on learning are included. William DeJong provides a counterpoint. (Contains 21 references.) (GR)

ED 457 672 EF 005 998

McCormick, Virginia E.
Educational Architecture in Ohio: From One-Room Schools and Carnegie Libraries to Community Education Villages.
PUB DATE- 01
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architectural Character; *Educational Facilities Design; Elementary Secondary Education; *History; Public Schools; Student School Relationship
IDENTIFIERS- Learning Environments; Ohio

This book examines the evolution of Ohio's educational institutions from one-room schoolhouses to modern educational campuses, reflecting Ohio's population growth and its shared

Interlanguage; Japanese; Korean; Language Processing; Language Research; Language Role; Lexicology; Linguistic Theory; *Multilingualism; *Psycholinguistics; Second Language Learning; *Transfer of Training; Translation; Uncommonly Taught Languages; Verbs

This volume focuses on the psycholinguistic aspects of language transfer when three languages are in contact, and provides an overview of the state of the art in cross-linguistic influence in third language acquisition. This edited volume contains, in addition to an introduction, ten chapters. Chapter titles include the following: "The Effect of Linguistic Distance, L2 Status, and Age on Cross Linguistic Influence in Third Language Acquisition" (Jasone Cenoz); "Roles of L1 and L2 and L3 Production and Acquisition" (Bjorn Hammarberg); "Interlanguage Transfer and Competing Linguistic Systems in the Multilingual Mind" (Gessica De Angelis, Larry Selinker); "Lexical Transfer in L3 Production" (Hakan Ringbom); "Activation or Inhibition? The Interaction of L1, L2, and L3 on the Language Mode Continuum" (Jean-Marc Dewaele); "Lexical Retrieval in a Third Language: Evidence From Errors and Tip-of-the-Tongue States" (Peter Ecke); "Plurilingual Lexical Organization: Evidence From Lexical Processing in L1-L2-L3-L4 Translation" (Anna Herwig); "Learners of German as an L3 and Their Production of German Prepositional Verbs" (Martha Gibson, Britta Hufeisen, Garry Libben); "Too Close For Comfort? Sociolinguistic Transfer From Japanese Into Korean as an L3" (Robert J. Fouser); "New uses for Old Language: Cross Linguistic and Cross-Gestural Influence in the Narratives of Non-Native Speakers" (Eric Kellerman). Subject and author indices are included. (KFT)

ED 457 695 FL 026 925

Kim, Youngsang
Foreign Language Anxiety as an Individual Difference Variable in Performance: From an Interactionist's Perspective.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Communication Apprehension; English (Second Language); Linguistic Theory; Second Language Instruction; *Second Language Learning; Sociolinguistics; Test Anxiety
IDENTIFIERS- Chomsky (Noam)

This article addresses a research direction in which language professionals' research efforts can be invested to clarify the conceptual framework of the foreign language (FL) anxiety construct and develop an alternative measure to the construct. Current research on the effects of FL anxiety on learner performance has yielded inconsistent research findings. This paper examines three models of FL anxiety: the socio-educational model, the cognitive processing model, and the foreign language classroom anxiety model. It is argued that given the inherent limitations of each model, contradictory findings are in part attributable to the unsound conceptual framework of the construct. This article proposes a conceptual framework within which a measure of the construct sensitive enough to tap anxiety specific to a foreign language classroom setting may ensue, followed by the delineation of future research areas. (Contains 84 references.) (Author/KFT)

ED 457 696 FL 026 932

demands of external quality assurance, tertiary providers have experienced a significant increase in both their administrative workload and their compliance costs. Providers who have adopted a "life jacket" approach to external quality assurance have reaped the rewards of compliance, but those who have seen it as a strait jacket, are ceasing to exist. (Contains 23 references.) (SLD)

ED 457 716 HE 034 362

Peterson, Marvin W.; Anderson, Aaron D.
The Civic Engagement Cluster: The Design and Creation of an Interorganizational Collaboration. AIR 2001 Annual Forum Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001). Study conducted for the Project on Managing Institutional Change and Transformation in Higher Education at the University of Michigan, and is associated with the Kellogg Forum on Higher Education Transformation (KFHET).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Case Studies; Citizen Participation; *Higher Education; *Institutional Cooperation

Today, under an array of market pressures and increased competition, institutional researchers, administrators, and faculty are being called on to work in more collaborative cross-institutional arrangements. This paper uses a case study method to describe the process of forming a Civic Engagement Cluster, a collaborative of 10 different institutions, and to illustrate and identify lessons for institutions involved in designing and developing multi-organizational collaboratives. Thirty interviews were conducted with leaders of initiatives at nine institutions and documents related to the Kellogg Forum on Higher Education Transformation (KFHET) initiative were reviewed. From the experiences of KFHET participants, a number of lessons can be drawn. It was apparent that the nature of academic work can keep institutions isolated and competing with each other rather than collaborating. Semantic problems are often roadblocks, and ambiguous collaborative and project goals can lead to confusion. Organizational structure can have a direct effect on the collaborative, and time demands from outside the Cluster can distract participants. In general, any attempt to change institutions can be considered difficult. It will involve a reconceptualization of current practice on the part of key institutional actors. Appendixes contain a KFHET time line, project descriptions, a description of the Civic Engagement Cluster structure, and cluster institution descriptions. (Contains 16 references.) (SLD)

ED 457 717 HE 034 363

Lajubutu, Oyebanjo A.
Modeling Comparative Daily Enrollment Indicators To Aid Intelligent College Decisions. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classrooms; *Educational Facilities Planning; *Facility Utilization Research; Higher Education; Research Methodology

A study was conducted to assess classroom utilization at a university and to make recommendations to optimize the use of the space available. Seven steps were involved in the study: (1) preparing the inventory of space; (2) identifying the variables; (3) making assumptions for the study and changes to carry it out; (4) calculating mean numbers of classes in each classroom (credit or noncredit); (5) reallocating classrooms by department; (6) making recommendations for best use of classroom space; and (7) consulting with department heads about the recommendations. Data were from fall 1999. At least 17 classrooms were identified as under-used, and a detailed utilization map was developed to support the reallocation of space among departments. (SLD)

ED 457 739 HE 034 392

Pike, Gary R.; Saupe, Joseph L.
Does High School Matter? An Analysis of Three Methods of Predicting First-Year Grades. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Grade Point Average; *Grades (Scholastic); High School Students; High Schools; Higher Education; Models; *Prediction; *Research Methodology

This research evaluated the usefulness of three approaches for predicting college grades: (1) traditional regression models; (2) high school effects models; and (3) hierarchical linear models. Results of an analysis of the records of 8,764 freshmen at a major research university revealed that both the high school effects model and the hierarchical linear model were more accurate predictors of freshman grade point average than was the traditional model, particularly for lower-ability students. Counter to expectations, the hierarchical linear model was not more accurate than the high school effects model. (Contains 4 tables and 51 references.) (Author/SLD)

ED 457 740 HE 034 393

Hurtado, Sylvia; Engberg, Mark; Landreman, Lisa; Ponjuan, Luis
Students' Pre-College Preparation for a Diverse Democracy. AIR 2001 Annual Forum Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001). This work is supported under the National

factors, encouragement of minority students to become involved in student leadership is necessary to counteract the phenomenon of the neutral environment. An eight-step action plan is presented to help recruit minority students for leadership positions. (SLD)

ED 457 762   HE 034 417

Wood, Patricia A.
The U.S. Department of Education and Student Financial Aid for Distance Education: An Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Distance Education; Educational Finance; *Federal Government; Fraud; Higher Education; Institutional Characteristics; *Student Financial Aid
IDENTIFIERS- ERIC Digests

This digest offers a brief discussion about the growth of distance education in the postsecondary arena and summarizes the U.S. Department of Education's progress in evaluating current rules governing financial aid for distance learning. Department of Education statistics show that there was a 72% increase in the number of institutions offering distance education from 1995 to 1998, when 1,680 intuitions offered about 54,000 online courses enrolling 1.6 million students. Rules designed to combat fraud and abuse in education in the 1980s and early 1990s are now hampering distance education students as they limit the number of courses an institution can offer online or set strict qualifications for distance students receiving financial aid. It will be necessary to look at this aspect of financial aid and distance education. Congress has already established a Distance Education Demonstration Program to provide increased higher education through distance education, and this program will test some issues related to student aid. Program waivers and changes in program administration will also assist distance education students seeking financial aid. The new Administration has promised to work with Congress to address the issues that must be considered before crafting new student financial aid regulations. (Contains 14 references.) (SLD)

ED 457 763   HE 034 418

Kezar, Adrianna
Understanding and Facilitating Change in Higher Education in the 21st Century. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Based on the ASHE-ERIC report of the same name published by Jossey-Bass Publishers. Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; Educational Research; Higher

Racial Integration; Strategic Planning; Student Recruitment
IDENTIFIERS- *Connecticut

This report describes progress made on Connecticut's strategic plan to ensure racial and ethnic diversity in higher education. The public colleges and universities of Connecticut continue to make incremental, year-to-year progress toward achieving the diversity goals established by the state's Board of Governors for Higher Education in its strategic plan. The goals of this plan call for the representation within the student body and in the faculty to be reflective of the state's diverse population. From fall 1984 to fall 2000, the proportion of underrepresented minority students enrolled in public higher education institutions in Connecticut grew from 8.9% to 21.7%, a change of 143.8%. These same groups, African American, Hispanic/Latino, Asian American, and Native American, collectively made up 21.2% of the state's population in the year 2000. The proportion of under-represented minority students receiving undergraduate degrees also increased, although the retention and graduation of Hispanic/Latino and African American students continues to be under their representation in the state's population. The proportion of under-represented minority group members among faculty in Connecticut has grown to 15%, a change of 120.6% from 1983. The level of professional employment is equal to 70.8% of the minority groups' aggregated representation within the state's population, but the degree of representation differs greatly for minority groups. The professional employment of African Americans and Hispanic/Latinos is an area in need of improvement. (Contains 13 tables.) (SLD)

ED 457 785 HE 034 445

Wechsler, Harold S., Ed.
The NEA 2001 Almanac of Higher Education.
PUB DATE- 01
NOTE- 193p.; For the 2000 edition, see ED 446 641.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Accountability; Collective Bargaining; *College Faculty; Educational Economics; *Educational Finance; Educational Trends; *Faculty Workload; Fringe Benefits; *Higher Education; Teacher Employment Benefits; *Teacher Salaries; *Unions
IDENTIFIERS- Integrated Postsecondary Education Data System; *National Education Association

This report contains seven articles on current issues in higher education and a separate faculty salary report for 1999-2000. Articles on the "Status of the Profession" are: (1) "Faculty Salaries, 1999-2000" (Suzanne B. Clery and John B. Lee); (2) "Unions and Faculty Governance" (Christine Maitland and Gary Rhoades); (3) "Higher Education Collective Bargaining and the Law" (Gregory M. Saltzman); (4) "Workload and Tenure Policies in an Era of Organizational Change" (Henry Lee Allen); (5) "Higher Education Finance in the Nineties: Lessons for the New Millennium" (William Zumeta); (6) "Faculty Benefits and Retirement: "Save Young, Live Long, and Prosper" (William Dale Crist); and (7) "Higher Education Support Personnel: Worklife Issues" (Linda K. Johnsrud). The institutional faculty salary report provides data for 3,176 institutions. Data, which are organized by state, institutional type, and control, are based on data from the 1999-2000 Integrated Postsecondary Education Data System. Each chapter contains references. (Contains 38

Baskan, Gulsun Atanur
The Attitudes of the Deans of the Faculty of Education Regarding the Change in the Re-Structuring Process.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Educational Change; Foreign Countries; *Futures (of Society); Higher Education; *School Restructuring
IDENTIFIERS- Learner Centered Instruction; *Turkey

The attitudes of deans of the faculty of education at Turkish universities about educational change and the restructuring process were studied. Responses were received from all 42 deans of faculties of education in Turkey. Deans wanted change to occur at the highest levels of the educational system, but indicated that they themselves did not resist change. Deans had positive attitudes toward change and expressed their interest in following new developments in their field. Most of the deans did not agree that change could cause them to lose control over their jobs, although some expressed no opinion on this statement. Overall, deans expressed positive attitudes concerning change in higher education in Turkey. (SLD)

ED 457 807 HE 034 474

Fact File Update, 2001-02.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; Enrollment; Higher Education; *Institutional Characteristics; *Private Colleges; Racial Composition
IDENTIFIERS- *Ohio

This update provides the most current facts about the 50 independent, nonprofit colleges and universities that are members of the Association of Independent Colleges and Universities of Ohio (AICUO). AICUO member institutions enrolled 32.1% of the students attending four-year institutions in Ohio. Their total enrollment for fall 2000 was 120,343. Over the last 10 years, enrollment has grown by 16.3%. In the 1999-2000 academic year, independent colleges and universities awarded 34.1% of all bachelor's degrees in the state and 24,919 associate through graduate and professional degrees. In 1999-2000, U.S. minorities and international students represented 14.2% of the undergraduate student body. The undergraduate tuition and fees average for independent colleges represented by AICUO is $15,457. AICUO members awarded $404 million of their own revenue in financial aid for students in 1999-2000. Approximately 73% of independent college freshmen received financial aid in that school year, for an average financial aid package of $13,621. Ohio's Student Choice Grant program benefited 49,537 students at AICUO member institutions in the 1999-2000 academic year. Nearly 112,000 students received need-based financial aid funded by the state of Ohio. Enrollment in AICUO institutions saves Ohio substantial sums because they do not have to educate these students at public expense. (SLD)

ED 457 808 HE 034 479

features of the 21st century will include globalization, competitive pressure, new technologies, the growth of the service industries, increases in leisure and tourism, increases in longevity, and increasing anxiety and turbulence. The speakers also asserted that the world needs a new paradigm for social and economic development that is more human-centered, inclusive, environmentally friendly, developmental, empowering, socially transforming, and technological and that involves self-reliance and learners shaping their futures with continuous independent learning. Speakers at the congress noted the session's landmarks, including an emphasis on the necessity of a commitment to education and training and the removal of the barriers between academic and technical and vocational education. Challenges include the debt levels of developing countries, dropout from the educational systems of developed countries, the need for ethical discussion of technological advances, the need for synergy between academic and vocational education, and the appropriate mix of funding for technical and vocational education among government, employer, and learner. To address these challenges, many partnerships will be needed. Among the energy sources identified for moving the situation forward are political commitment, vision, leadership, lifelong learning, curriculum reform, new technologies, and international cooperation, and the potential contributions of young people. (KC)

ED 457 314 CE 080 655

Thistlethwaite, Linda
Infusing the Workplace into General ABE/GED/ESL Programs.
PUB DATE- 00
NOTE- 46p.; Originally published online.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Education; Adult Basic Education; Adult Learning; Adult Literacy; Attitude Change; Basic Skills; Case Studies; *Classroom Techniques; Curriculum Development; Definitions; *Education Work Relationship; Educational Needs; Employment Potential; Employment Qualifications; *English (Second Language); Ethics; *Fused Curriculum; Guidelines; *High School Equivalency Programs; *Literacy Education; Needs Assessment; School Business Relationship; Work Attitudes; Work Ethic
IDENTIFIERS- *General Educational Development Tests

This paper explains how adult educators involved in the development and delivery of general adult basic education (ABE), General Educational Development (GED) certificate, and English-as-a-second-language (ESL) programs can infuse the workplace into their programs. The paper begins with a brief overview of the rationale for infusing the workplace into ABE, GED, and ESL programs. Next, the following infusion strategies are detailed: (1) infuse a work force orientation into the teaching of academics; (2) develop one or more course with a general work force orientation; (3) tie the adult literacy course to a specific types of employment opportunities; and (4) tie the adult literacy class to a specific employer. The importance of helping adult learners develop strong work ethics is explained. The remaining 75% of the paper presents additional information and specific suggestions regarding implementing the four infusion strategies. The following are among the issues addressed in this section: developing a workplace focus versus a work force focus; defining basic skills; infusing soft versus hard skills and academic versus

Learning; Government School Relationship; Instructional Design; Knowledge Base for Teaching; Licensing Examinations (Professions); Occupational Clusters; Postsecondary Education; Secondary Education; Standard Setting; State Programs; State Standards; *Teacher Certification; Teacher Competencies; Teacher Competency Testing; *Teacher Education; Teacher Qualifications

IDENTIFIERS- *Career and Technical Education; Carl D Perkins Vocational Technical Educ Act 1998

The preservice licensure and preparation of career and technical education (CTE) teachers was examined to determine whether changes in CTE teacher licensure requirements are necessary. Two overarching missions of CTE were identified. The first was traditional/tech prep (leading to employment). The second was a more general combination of education through occupations, work/family/community/technology, and tech prep (leading to employment or further education). The analysis focused on the following issues: (1) the external policy context (general teacher education reform trends and issues; teacher shortages); (2) the internal policy context (state testing requirements; increased training credentials of technicians; transition to work and postsecondary education; work-based learning; integration of academic and vocational education; special needs students; CTE teacher shortages; declining numbers and consolidation of teacher education programs); (3) policy constraints (multiple programs; lack of consensus regarding mission; state teacher licensure regulations; CTE teacher shortages); (4) policy variables (acquiring and certifying occupational/technical/subject-matter knowledge, academic credentials; instructional design/pedagogy; general knowledge; and assessment). The analysis resulted in five variations of the mission of CTE programs in public schools, as well as policy recommendations for CTE state licensure regulations, recommendations for CTE teacher preparation reform, and additional recommendations regarding modifying state CTE licensure requirements and linking CTE licensure/preparation reform to federal funding. (Contains 47 references.) (MN)

ED 457 331 CE 082 329

Loesch-Griffin, Deborah; Rye, Alyssa

School-to-Careers: Report on the Year 4 Evaluation of Nevada's STC Implementation System.

SPONS. AGENCY- Nevada State Dept. of Education, Carson City. School-to-Career State Council.

PUB DATE- 01

NOTE- 55p.; Prepared by the Nevada State School-to-Careers Evaluation System Design Team.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Career Education; *Career Planning; Dropout Prevention; *Education Work Relationship; Goal Orientation; Graduate Surveys; *Outcomes of Education; Parent Participation; Program Effectiveness; Program Evaluation; Program Implementation; Public Relations; *School Business Relationship; Secondary Education; State Programs; Statewide Planning; *Student Motivation; Student School Relationship; Work Experience

IDENTIFIERS- Career Paths; *Nevada

This report is a summary of the evaluation of the Nevada School-to-Careers (STC) Year 4 (1999-2000) implementation and the extent to which implementation supported eight messages STC is

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Credentials; Criteria; *High Schools; *Job Skills; National Surveys; Occupational Information; *Occupations; *Postsecondary Education; Program Content; Programs; School Business Relationship; Statistical Analysis; Tables (Data); Two Year Colleges; *Vocational Education; *Vocational Schools

Two Spring 1999 surveys collected data weighted to provide national estimates of occupational program activities. Respondents in public secondary schools (SSs) were asked about program activities for 28 selected occupations within 6 broad occupational areas; those in less than four-year postsecondary institutions (PIs) were asked about activities for 32 selected occupations in the same 6 occupational areas. A majority of SSs and 90 percent of PIs offered at least one occupational program. Respondents of both surveys indicated that procedures for ensuring a match between course content and occupational skill requirements were used. Most SSs and PIs had developed or adopted skill competency lists. The most commonly used vocational completer criterion for SSs was passage of specific vocational courses. PIs offered a variety of educational or occupational credentials. (The 29-page report presents selected highlights from the 29 tables in narrative form and in 13 figures. Tables 1 and 2 present data for both surveys; tables 3-19 present data from the SS survey; and tables 20-29 show data from the PI survey. Every table, except Table 1, is presented as part of a pair. For each pair, the first page or pages are tables of counts and percentages of schools or institutions listed for certain program or sample characteristics followed by tables of the standard errors associated with those counts and percentages. Appendixes consist of a methodology section and survey instruments.) (YLB)

ED 457 348 CE 082 358

Piper, James W.
Labor Laws and Issues: A Guide for Planning and Implementing Work-Based Learning Opportunities for Minors.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Labor; *Compliance (Legal); Federal Legislation; *Federal Regulation; Government School Relationship; Guides; *Labor Legislation; Labor Relations; Legal Responsibility; Minimum Wage; Minimum Wage Legislation; Overtime; *Partnerships in Education; Program Development; Program Implementation; Risk Management; School Business Relationship; Secondary Education; State Legislation; *State Regulation; Unemployment Insurance; *Work Experience Programs
IDENTIFIERS- *Ohio; Work Based Learning

The focus of this publication is to maximize the ability of business, education, and community partners to access information relating to legal issues and minor labor laws that have implications for school-based and work-based learning

Effectiveness; *Literacy Education; National Surveys; *Outcomes of Education; *Performance Factors; Pretests Posttests; Program Effectiveness; Questionnaires; *Reading Achievement; Reading Tests; Skill Development; Student Characteristics; Tables (Data); Teacher Attitudes; Teacher Influence; Test Construction; Tutors; *Writing Achievement; Writing Tests
IDENTIFIERS- *United Kingdom

The progress made by adults in dedicated mainstream basic skills provision in England and Wales and factors associated with students' progress were examined. Of the 2,135 students from 71 colleges of further education and local education authorities who took the reading pretest, 1,224 (57%) took the reading posttest. Writing scripts were received from 1,724 students at pretest and 937 (54%) at posttest. Background data were collected on the students, and 177 adult literacy tutors completed a questionnaire. Students achieved small but statistically significant improvements in reading and very small but statistically significant improvements in writing. Students' writing improved only in terms of length of script and quality of handwriting--not in terms of reduction of errors or increase in complexity. Students' writing skills were generally much poorer than their reading skills. No factors associated with differential progress in writing were found. The following factors appeared linked to differential progress in reading: regular attendance, all tutors in an area having qualified teacher status, and tutors having help in the classroom. Nine recommendations were presented. (Sixty-one tables/figures and 22 references are included. The following items are appended: descriptions of the study methodology and method used to devise the reading tests, the student profile instrument, and the tutor questionnaire.) (MN)

ED 457 366 CE 082 401

Clover, Darlene E.; Hall, Budd L.
In Search of Social Movement Learning: The Growing Jobs for Living Project. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 16p.; Study done in association with the Growing Jobs for Living Coalition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Learning; Certification; Computer Uses in Education; Definitions; Education Work Relationship; Educational Environment; Educational Trends; Environmental Education; Foreign Countries; Global Approach; *Informal Education; Integrated Curriculum; Interpersonal Attraction; Learning Theories; *Lifelong Learning; Minority Groups; National Surveys; *Nonformal Education; Outcomes of Education; Postsecondary Education; Prior Learning; Research Methodology; Social Change; *Sociocultural Patterns; Transformative Learning; Transitional Programs; Trend Analysis; Womens Education
IDENTIFIERS- *Canada; Marginalized Groups

The New Approaches to Lifelong Learning (NALL) project is a Canada-wide 5-year research initiative during which more than 70 academic and community members are working collaboratively within a framework of informal learning to address the following issues: informal computer-based learning, recognition of prior learning, informal learning in a variety of social locations, learning within marginalized or disadvantaged

*Political Socialization; Politics of Education; Power Structure; Program Design; Relevance (Education); Service Learning; Student Empowerment; *Student School Relationship; Technological Literacy; Theory Practice Relationship; Writing Instru Critical Ethnography

IDENTIFIERS- Critical Ethnography

The community literacy program of Western District Adult Basic Education in Georgia was examined to demonstrate how the meaning and value of literacy is a function of specific local institutions. The goal of the examination was to theorize literacy by constructing a localized framework for understanding literacy within a given institution in order to change that institution. The key considerations driving the analysis were what literacy is and by whom, in whose interests, and how a literacy program can be designed collaboratively so as to be meaningful to its participants. The examination of the policies and practices of Western District Adult Basic Education's community literacy program focused on the following issues: (1) disciplinary gaps and institutional power; (2) locating the meaning and value of literacy; (3) community literacy programs as vehicles for helping people gain access to resources, knowledge, literacies, and institutions; (5) the concepts of community and community literacy; and (6) tactics for making educational institutions more relevant and responsive to learners. It was concluded that institutions that affect community literacy programs can be redesigned in a participatory fashion that both empowers the programs' users and improves the institutions attempting to meet users' needs. (Twenty figures/tables are included. The bibliography contains 203 references.) (MN)

ED 457 383 CE 082 426

Hicks, Lisa; Olins, Alexandra; Prince, Heath

Aligning Economic and Workforce Development Activities in Baltimore. Research Findings.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Open Society Inst., New York, NY.; Abell Foundation, Baltimore, MD.

PUB DATE- 00

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Administrator Role; Case Studies; Change Agents; Comparative Analysis; Cooperative Planning; *Coordination; Data Collection; Delivery Systems; *Economic Development; Education Work Relationship; Employer Attitudes; Employers; Employment Patterns; Government Role; *Labor Force Development; Labor Market; Models; Participation; *Policy Formation; Program Evaluation; Program Implementation; *Public Policy; Research Projects; Research Utilization; School Business Relationship; State of the Art Reviews; Strategic Planning; *Systems Approach; Trend Analysis; Urban Areas; Urban Planning; Urban Programs

IDENTIFIERS- California (Berkeley); Employer Role; *Maryland (Baltimore); Massachusetts (Boston); Ohio (Cleveland); Oregon (Portland); Tennessee (Memphis); Texas (Austin); Washington (Seattle)

Recent efforts to build economic and work force development systems in seven leading cities were reviewed to inform similar efforts undertaken in Baltimore, Maryland. Research examining efforts to establish work force development systems in the following cities were analyzed: Austin, Texas; Berkeley, California; Boston, Massachusetts; Cleveland, Ohio; Memphis, Education; Delivery Systems; Educational Benefits; Educational Technology; Foreign Countries; Interaction; Internet; Lifelong Learning; *Literacy Education; Literature Reviews; Numeracy; *Older Adults; *Online Courses; Questionnaires; Rural Areas; *Rural Education; Social Networks; Social Support Groups; Special Needs Students; Student Attitudes

IDENTIFIERS- *Australia (Tasmania)

The learning needs of older adults living in rural Tasmania, Australia, and the potential of online technologies to foster local literacy and community well-being were examined. The study used a qualitative inquiry strategy that included visits to three sites to investigate the literacy and numeracy implications of senior citizens' use of online technology. The sites were located in southern, central, and northeastern Tasmania. Local literacy program officials and practitioners were interviewed, and a questionnaire was administered to the online centers' users. The study established that access to online technology gives older rural people opportunities to improve their communication skills, develop a new awareness of their potential as learners, and engage in self-development. The following barriers to older learners' access to computers were identified: transport and access costs; attitudinal factors that may be related to limited literacy practices in a community; limited literacy skills; and lack of confidence. The positive outcomes resulting from online interaction included extension of social practices, including literacy and numeracy practices. It was concluded that the networks formed through the use of online access centers and interaction with online technology were suggested to be a crucial element of social capital. (The bibliography lists 36 references. The survey instrument is appended.) (MN)

ED 457 400 CE 082 457

Individual Learning Account Pilot Initiative: A Learning Tool for the 21st Century. Report to the OPM Director.

SPONS. AGENCY- Office of Personnel Management, Washington, DC.

PUB DATE- 01

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Learning; Educational Finance; Employee Attitudes; Employer Attitudes; Feasibility Studies; Federal Government; Financial Support; *Government Employees; Guidelines; *Job Training; *Labor Force Development; *Lifelong Learning; Pilot Projects; Postsecondary Education; *Student Financial Aid; *Technology Education

IDENTIFIERS- *Individual Learning Accounts

The U.S. Office of Personnel Management (OPM) evaluated the feasibility of individual learning accounts (ILAs) as an approach to workforce development. Thirteen federal agencies volunteered to participate in the initiative. Together, they conducted a total of 17 pilot tests. Some pilot tests included all employees in the agency. Others targeted employees by specific occupations, grade levels, skill needs, and organization components. According to anecdotal feedback, employees and management considered ILAs a desirable approach to training and development. The pilot test demonstrated that ILAs are a feasible and practical approach to workforce development for the following reasons: (1) they are readily adaptable to the development needs of all employee grade and skill levels; (2) they can be targeted to meet specific

ED 457 417 CE 082 528

Miller, Gordon
The Career Coach: Winning Strategies for Getting Ahead in Today's Job Market.
PUB DATE- 01
NOTE- 246p.; A Currency Book published by Doubleday.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Career Development; *Career Education; Career Ladders; *Career Planning; Case Studies; Change Agents; Demand Occupations; Emerging Occupations; Employer Employee Relationship; Employment Interviews; Employment Patterns; *Entry Workers; Futures (of Society); Guidelines; Job Performance; *Job Search Methods; Labor Market; Marketing; Nontraditional Occupations; Online Systems; *Reentry Workers; Trend Analysis; Work Environment; World Wide Web
IDENTIFIERS- Career Paths; *Job Coaches; Negotiation Processes

This book is intended to serve as a career coach to individuals interested in setting a career goal, formulating a career path, and identifying and using strategies to follow the path to the career goal. The book is designed to be used in conjunction with the author's career coaching Web site, which is referred to throughout the book and which contains a variety of interactive tools to help readers understand and apply the concepts and exercises in the book. The following are among the topics examined in Chapters 1-15: (1) the definition of a career coach; (2) steps in entering or reentering the job market; (3) five steps to starting the career development process; (4) career mapping; (5) reinventing oneself by thinking like a change agent; (6) ways of improving one's job performance; (7) negotiation tactics; (8) tips for employment interviews; (9) changes in the traditional relationship between employers and employees and the impact of those changes on what job candidates can ask for when negotiating job responsibilities and compensation; (10) the changing workplace and unconventional career paths; (11) marketing oneself as a brand; (12) miscellaneous career advice; (13) tips for bosses; (14) taking one's career online; and (15) jobs of the future. (MN)

ED 457 418 CE 082 530

Winch, Christopher
Education, Work and Social Capital: Towards a New Conception of Vocational Education. Routledge International Studies in the Philosophy of Education, Number 11.
PUB DATE- 00
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Citizenship Education; Continuing Education; Economic Change; Economic Development; Economic Impact; *Education Work Relationship; *Educational Objectives; *Educational Philosophy; Educational Policy; Employment; Employment Qualifications; General Education; Human Capital;

often do not have the background in item development. This document describes recall, application, and analysis, the three cognitive levels of test items. It also reviews single best response, situational set, and complex, the three main item types. A discussion is provided of guidelines for writing appropriate and effective item stems, keyed responses, and distracters. (Contains 11 references.) (JDM)

ED 457 441   CG 031 193

Reducing Tobacco Use: A Report of the Surgeon General and Executive Summary.
PUB DATE- 00
NOTE- 500p.; Includes "Reducing Tobacco Use: A Report of the Surgeon General--2000. At a Glance." Prepared by DHHS under the general direction of the DHHS, CDC, Office on Smoking and Health. Reprinted with corrections. Edited by Richard B. Rothenberg, Terry F. Pechacek, Frank J. Chaloupka, Michael C. Fiore, Gayle Lloyd, and Frederick L. Hull.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Government Publications; Health Behavior; *Health Education; Holistic Approach; Prevention; *Public Health; *Smoking; Substance Abuse; Tobacco

This report offers a composite review of methods used to prevent tobacco use. The report evaluates five approaches currently used to reduce tobacco consumption: educational, clinical, regulatory, economic, and comprehensive approaches. The report explains these approaches in terms of the larger context of tobacco control and provides a vision for the future of tobacco use prevention and control based on available tools and resources. The report contains special sections on the management of nicotine addiction, regulatory efforts such as advertising, economic interventions, comprehensive programs, global efforts, and elimination of health disputes. (Contains 25 tables, 6 figures, and over 1,000 references.) (JDM)

ED 457 442   CG 031 194

McLaughlin, Karen A.; Brilliant, Kelly J.
El Odio Se Cura: Un Programa Nacional para la Prevencion de los Crimenes de Odio para las Escuelas Intermedias (Healing the Hate: A National Crime Prevention Curriculum for Middle Schools).
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 99
NOTE- 166p.; For English version, see ED 412 303. Edited by Lorena Martinez-Diaz. Translated by Eduardo H. Berinstein. Produced by the National Center for Hate Crime Prevention.
LANGUAGE- Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Critical Thinking; *Curriculum; Early Intervention; Mass Media Effects; Middle School Students; *Middle Schools; Pilot Projects; *Prevention; *Racial Relations; School Safety; *Social Bias; Student Journals; Teaching Guides; Teaching Methods; *Violence

Based Management; *School Counseling; School Counselors;
  *Student Development
IDENTIFIERS- American School Counselor Association

The purpose of the school counseling program is to impart specific skills and learning opportunities through academic, career, and personal/social development experiences in a proactive and preventive manner for all students. This document presents national standards that can establish similar goals, expectations, support systems, and experiences for all students as a result of participation in a school counseling program. Chapter 1 defines standards and provides the American School Counselor Association's (ASCA) rationale for the development of these national standards. Chapter 2 provides an overview of the history of the school counseling profession and defines the school counseling program. The program goals are outlined, and major components are described along with benefits derived by its constituencies. Chapter 3 outlines the standards for the areas of academic, career, and social development. Following this is a list of student competencies that define the specific knowledge, attitudes, and skills that students should obtain as a result of participating in the program. Chapter 4 focuses on the initial stages of implementation and evaluation for a standards-based school counseling program. Sample activities of standards into practice are presented. Appendixes include information about ASCA, the Research Development Process for National Standards, and The School Counselor and comprehensive School Counseling Programs. (Contains 48 references.) (ADT)

ED 457 464   CG 031 236

Dahir, Carol A.; Sheldon, Carolyn B.; Valiga, Michael J.
Vision into Action: Implementing the National Standards for
  School Counseling Programs.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Accountability; Career
  Guidance; Competence; Elementary Secondary Education; *Guidance
  Programs; Interpersonal Competence; *National Standards;
  Program Evaluation; Program Implementation; School Based
  Management; *School Counseling; *Student Development; Student
  Needs

This publication offers school counselors and school staff a 5-phase planning model for implementing national standards for school counseling programs. The process involves the examination of current school counseling programs; identification of student needs; and selection of activities, strategies, and services to ensure that students achieve the competencies of the National Standards as they progress from kindergarten through high school. Chapter 1 discusses the National Standards for School Counseling Programs; Chapter 2 explains ways they can be implemented to ensure student success. The steps involved in bringing change and aligning a school program with the national standards are explained in Chapter 3. Creating a vision statement is described in Chapter 4, and determining how the vision statement will reflect what students should achieve is explained in Chapter 5. Program design, implementation, and evaluation are covered in Chapters 6-8. The conclusion summarizes the guidelines. (Contains 8

Responses were coded in terms of the amount of negative and violent content. Trait hostility was significantly related to hostile responding. Regardless of the type of aggression, participants reading extremely violent comic books responded more negatively than participants reading nonviolent comic books. Males responded more negatively to the overt scenarios whereas females responded more negatively to the relational scenarios. These findings indicate social information processing of ambiguous material appears to be affected by both personality based variables, such as gender and trait hostility, and environmental stimuli, such as violent media. (Contains 15 references.) (Author/JDM)

ED 457 486 CG 031 267

Nakash-Eisikovits, Ora; Brody, Leslie R.; Sotoo, Naomi; Gonzalez, Karla
Gender, Power, and Autobiographical Memory.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; College Students; Higher Education; *Identification (Psychology); *Interpersonal Relationship; Leadership Qualities; Minority Groups; Personality Measures; *Role; Self Actualization; Sex Differences
IDENTIFIERS- *Power

This study explores the influence of gender and power on autobiographical memory following a brief social interaction. The hypothesis stated that gender and social role (that of leaders versus helpers) would interact in predicting the affective tone and themes (agency and communion) of an autobiographical memory for previous leadership experiences. This was examined by investigating the emotional quality and content of personal memories of a power experience described by 150 undergraduates after a transient interaction. The participants, divided into pairs, completed a 15-minute discussion task. In this interaction relative power was manipulated by randomly assigning participants to the role of either a leader or a helper. The results partially supported the hypothesis, showing that participants of both sexes randomly assigned to a subordinate position used more words pertaining to communal themes, fewer communication words, and shame words more frequently than participants assigned to a leadership role. Gender also interacted with social role in affecting autobiographical memories. Women assigned to subordinate positions tended to use negative emotional words and anxiety words more frequently than men in subordinate positions. These data may have far reaching implications for how the subordinate roles typically played by women and minority groups influence their self construals. (Contains 15 references.) (JDM)

ED 457 487 CG 031 268

Stellwagen, Kurt
Projecting School Psychology Staffing Needs Using a Risk-Adjusted Model.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference of the

August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Coping; Family Relationship; Individual Differences; *Middle School Students; Middle Schools; Peer Relationship; Social Support Groups; Stress Management; *Student Adjustment
IDENTIFIERS- Confidence; Perfectionism

A study was designed to investigate the relationship between coping resources and adaptive, maladaptive, and nonperfectionism in middle school students. An hypothesize was made that maladaptive perfectionists would have significantly fewer coping resources to deal with stress than adaptive perfectionists. One hundred and forty-five middle school students participated in the study. Analysis indicated adaptive perfectionists had significantly higher levels of academic confidence, family support, and peer acceptance than non-perfectionists, and significantly higher levels of social confidence than maladaptive perfectionists. Maladaptive perfectionists scored significantly higher than nonperfectionists on family support. The results support the contention that significant differences exist between adaptive perfectionists, maladaptive perfectionists, and nonperfectionists and their perceived coping resources for stress. Adaptive perfectionists have significantly higher social confidence than their counterparts. The results suggest that differences between adaptive and maladaptive perfectionists may lie in the selective process by which perfectionists attend to their experiences. (Contains 14 references.) (JDM)

ED 457 509 CG 031 296

Lott, Bernice
Recognizing and Welcoming the Standpoint of Low-Income Parents in the Public Schools.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Ethnic Groups; *Low Income Groups; Middle Class Parents; *Parent Participation; *Parent School Relationship; *Public Education; *Social Differences; Success

Low income parents from diverse ethnic groups and geographical locations express their hopes to be directly related to the success their children can achieve in school. This paper considers ways in which the standpoint of low income parents might be recognized and respected in public schools. There are many obstacles that stand in the way of parental participation in schools. Many parents feel they do not know enough to help; that they are to blame for their children's problems; that they do not know how to ask the right questions; or that they are not really needed. Schools can adopt many strategies to reduce the disparity between what low income parents and middle class parents can achieve for their children. Offering childcare and transportation, providing translators, and holding evening

This document deals with testing in communication arts for seventh graders in Missouri public schools. The document first provides an article about adventures on and around an island near the coast of Nova Scotia entitled "The Secret of the Oak Island Money Pit" (Sharon Barry). The document instructs students to read the article and then answer Items 14 through 17. The document then provides scoring guides for these Session 1 Items and for a writing prompt in Session 2. It also includes a glossary of terms for the Communication Arts MAP Test. (NKA)

ED 457 533 CS 510 669

Ohnemus, Edward; Zimmermann, Jacquelyn
Guide to Publishing at the U.S. Department of Education. November 2001 Edition.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Editing; *Federal Government; Guidelines; Layout (Publications); Printing; Speeches; *Writing for Publication

This guide is intended for use by United States Department of Education employees and contractors working on manuscripts to be published by all principal offices except for the Office of Educational Research and Improvement, which includes the National Center for Education Statistics. It helps authors publish according to the duties and responsibilities of the United States Department of Education, whose mission is to ensure equal access to education and to promote educational excellence throughout the nation. Sections of the guide are: Your First Steps toward Publishing; Who Should Use This Guide; How This Guide Will Help You; Why You Must Publish through Government Channels; Getting Your Manuscript Edited and Printed; Getting Your Manuscript Designed; Steps in a Typical Printing Job at ED; Parts of a Publication; Sample Verso (Boilerplate) Page; Verso Page Explanation; The Writing Guides to Use; Limits on Content; Publishing Translations of ED Publications; Publishing Newsletters; Stationery and Business Cards; Giving and Publishing Official Speeches; How Your Publication Will Reach the Audience for Whom It Was Intended; and Forms Needed To Get Your Manuscript Edited and Printed. An appendix contains samples of forms needed to get a manuscript edited and printed. (RS)

ED 457 534 CS 510 684

Sun, Ping-Yun
Online Resources for Theatre Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC Digest D168.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Art Education; Curriculum Development; Elementary Secondary Education; Higher Education; Information Sources; Internet; *National Standards; Professional Development;

NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Elementary Secondary Education; *Instructional Improvement; Management Teams; *Partnerships in Education; *Teacher Collaboration; *Teacher Participation; *Teamwork

This book is designed as a problem-based user's guide and sourcebook for practitioners who are developing and facilitating collaborative groups to improve student learning. It is organized by six themes that, taken together, focus and generate productive group results: getting work done, doing the work right, working collaboratively, managing systems, developing groups, and adapting to change. Each of 12 chapters addresses 1 or more of these themes with a set of practical tools and organizing principles. These ideas and tools show how means to improvement can be activated if they are dormant and focused if they are scattered. Appendix A lists naive questions; Appendices B and C are checklists for recording and assessing norms of collaborative inventory; Appendix D discusses the responsibilities dilemma of the teacher-facilitator person; Appendix E is a roadmap that can be used when contracting for facilitation services; Appendix F is a guideline for a facilitator's contracting conversation; Appendix G is a team-development survey/group inventory; Appendix H offers guidelines for structuring conversations about data; Appendix I is a list of items that may need to be addressed when engaging others in collecting and reporting data; and Appendix J lists five stages of change. (RT)

ED 457 553 EA 031 280

Price, Kathleen C., Ed.; Quinn, Peggy, Ed.
Model Professional Development Programs Win Recognition.
PUB DATE- 99
NOTE- 14p.; This issue of the OERI Bulletin will be the final hardcopy distributed via the mail. All subsequent issues will be available electronically through the OERI Web site. Readers without Web access may still receive a free single copy by contacting ED Pubs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Education; Bulletins; Charter Schools; *Educational Improvement; *Educational Research; Educational Technology; Elementary Secondary Education; Government Publications; *Professional Development; School Safety

This bulletin is designed to illustrate the broad range of research and improvement activities supported by the Office of Educational Research and Improvement. Contents include: "Model Professional Development Programs Win Recognition," "Are Our Schools Safe?," "Charter Schools on the Rise," "What to Expect Your First Year of Teaching," "Evaluating Technology in Schools and Classrooms," "Research Agenda Planned for American Indian and Alaska Native Education," "About ED PUBS," "Attaining Excellence: TIMSS as a Starting Point to Examine Mathematics," and "NCES Releases 'Education Statistics Quarterly.'" The Research Roundup section contains: "GED Credential Improves significance, and usefulness to others or replicability. Eleven such programs are recommended: Career Choices Curriculum, Alabama Supercomputing Program to Inspire Computational Research in Education (ASPIRE), EQUALS, Family Tools and Technology, National Science Partnership for Girl Scouts and Science Museums, Playtime Is Science, Campus Peer Training Project, The Program on Intergroup Relations, Conflict and Community (IGRCC), Succeeding at Fairness, and A Woman's Place. Each program is described by a short paragraph, followed by target population(s), cost, additional resources, review summary, and contact information. It is hoped that these program summaries will be useful to educators and other community leaders who want to use programs that have evidence of increasing gender equity. The expert panel system, program review process, description of the four judgment criteria, and a statement on how to use this report are given in the introduction. (RT)

ED 457 573 EA 031 322

Buddin, Richard; Gill, Brian P.; Zimmer, Ron W.
Impact Aid and the Education of Military Children.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.
PUB DATE- 01
NOTE- 126p.; Research sponsored by the Deputy Assistant Secretary of Defense for Military Communities and Family Policy. NDRI is sponsored by the Joint Staff, the Unified Commands, and the defense agencies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Armed Forces; Educational Change; *Educational Quality; Elementary Secondary Education; *Enrollment; Equal Education; *Financial Support; *Nontraditional Students; Public Schools; School Districts; Scores; Special Classes

This report focuses on the workings of the Impact Aid program with a special emphasis on the implications of the statute for military children. The main purpose of the statute is to defray the local share of expenses for educating federally connected students. The assertion is that military and other federal activities bring additional students into an area without proportionately expanding the local tax base. The analysis examines the sensitivity of program funding to various features of military installations. The funding formula for Impact Aid is complex, and this report provides a detailed examination of how well the formula conforms to the purposes of the statute. Educational resources at military-related LEAs (local education agencies) are compared with those for similar districts to assess whether military children have educational opportunities equivalent to children in districts with few or no military children. The study also examines several factors (student mobility and special-education requirements) that may increase or decrease the educational costs of military children compared with those of similar children with parents employed in the civilian sector. The research should interest those concerned with military families, the well-being of service members and the attendant implications for recruitment and retention, and the relationship between military and civilian communities. (Contains 41 references, 26 figures, and 13 tables.) (DFR)

ED 457 574 EA 031 323

health insurance plans out to bid. Relative to other health insurers, WEA is more profitable. These facts suggest that competition between health insurers for teachers is limited. A current study reports a statistical analysis that tested whether WEA charges more for coverage than other insurers, controlling for demographic differences of those insured, policy characteristics, and other factors that are believed to be associated with the price of coverage. The results indicate that WEA does charge more than other insurers. The ability of the union-district contract negotiation process to result in an equitable determination of health insurance coverage is cast into doubt. Without a change in the rules governing the negotiation of health insurance benefits, there is little reason to believe that a competitive market for teachers' insurance will exist. A model for possible reform suggests the health insurance pool for state employees as an alternative. Assuming that the average teacher has the same health risks as an average state employee, the average teacher would have the equivalent of a pay raise of $875. Statewide the savings would be approximately $50 million a year. (RKJ)

ED 457 592 EA 031 348

Mathis, William J.
Linking School Goals and Learning Standards to Teacher Evaluation and Compensation.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Education Finance Association (26th, Cincinnati, OH, March 22-24, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Merit Pay; *Professional Development; *Teacher Evaluation; *Teacher Salaries; *Wages
IDENTIFIERS- *Vermont

It is possible to tie teacher compensation to professional growth, without reference to standardized test scores. Tying pay to students' achievement scores does not account for the different levels of students, and teacher testing does not separate good teachers from bad. In Rutland Northeast, Vermont, each school has its own locally elected school board with complete budget and personnel authority. The cultural climate of Vermont discourages the confrontational and formalized processes often seen in other settings. However, putting the details into contract language acceptable to all took 4 years and required leadership maturity, tenacity, and continuity. The salary matrix remained in a traditional format with salary steps granted for years of service and graduate credits or degrees. What has changed is the new option of presenting an annual plan for professional growth and a portfolio, with evaluations and observations, for approval to move from column to column in the salary schedule. Indications of professional growth can include enrichment, workshops, national certification, and curriculum improvement. Using this method is a choice, but one cannot afterward change back to the old system. In the first year of implementation, about 6 percent of teachers submitted portfolios to qualify under the new system. In successful programs, salary advancement is not limited to the few, professional development is broadly defined, and curricular and instructional leadership is rewarded. Also, sufficient development and implementation is needed, perhaps 4 concerns of those around them. Section 1, "Giftedness and Masculinity," explores the relationship of special intellectual ability to the role of males in our society. The findings of a study on the male graduates of the accelerated learning class of 1969 are used as a cautionary tale. Although these men were successful by ordinary standards, many did not fulfill their dreams and most had great difficulty in relationships. In the next section, "Milestones and Danger Zones," chapters 4 through 6 journey through the growing years of the gifted boy, from childhood to manhood, describing those issues that are unique to gifted boys. In each stage, the unique concerns these boys have because they are gifted are pointed out, as well as the special challenges they present to parents, counselors, and teachers. The next section, "Special Challenges for Gifted Boys," describes the impact of giftedness on boys' academic and social adjustment. The final section "Guiding Smart Boys," describes issues in parenting, teaching, mentoring, and guiding gifted boys and men. Specific suggestions are provided for parenting, teaching, and guiding gifted boys from pre-kindergarten through the college years. (Chapters include references.) (CR)

ED 457 611 EC 308 617

Rousso, Harilyn, Ed.; Wehmeyer, Michael L., Ed.
Double Jeopardy: Addressing Gender Equity in Special Education. SUNY Series, the Social Context of Education.
PUB DATE- 01
NOTE- 396p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Attitudes toward Disabilities; Classroom Environment; Curriculum Design; *Disabilities; Elementary Secondary Education; Equal Education; *Females; *Gender Issues; Outcomes of Education; Resilience (Personality); Sex Bias; *Sex Discrimination; Sexual Harassment; *Special Education; Student Empowerment; Teacher Student Relationship; Transitional Programs

Highlighting the educational issues of girls and young women with disabilities, this book examines how they are exposed to discrimination based on gender and disability/special education status, and how they experience less successful vocational outcomes than males with disabilities and typical female peers upon leaving school. It also describes innovative programs and strategies designed to empower youth with disabilities. Chapters include: (1) "Beyond Pedestals: The Lives of Girls and Women with Disabilities" (Adrienne Asch and others); (2) "Won't You Know All of Me? Recognizing the Confluence of Disability, Gender and Ethnicity" (Eric Jolly); (3) "Gender Equity in Education: Change and Challenge" (Katherine Hanson and Susan J. Smith); (4) "Title IX: What Does It Mean for Teachers?" (Melissa Keyes); (5) "She Bakes and He Builds: Gender Bias in the Curriculum" (Susan Shaffer and Linda Shevitz); (6) "Can She Really Do Science? Gender Disparities in Math and Science Education" (Ellen Wahl); (7) "Squeaky Wheels versus Invisibility: Gender Bias in Teacher-Student Interactions" (Dolores A. Grayson); (8) "Stopping Sexual Harassment in Schools" (Eleanor Linn and Harilyn Rousso); (9) "Schools Fail Boys Too: Exposing the Con of Traditional Masculinity" (Craig Flood); (10) "Teaching as though Both Genders Count: Guidelines for Designing Nonsexist Inclusive Curricula" (Theresa Mickey McCormick); (11) "Uncovering Bias in the Classroom: A Personal Journey" (Maryann Wickett); (12) "Research on Gender Bias in Special Education Services" (Michael L. Wehmeyer and Michelle with learning disabilities, trends in vocational rehabilitation at the postsecondary level, promising educational support practices in two-year postsecondary settings, promising practices resulting in improved programs and studies, comparative analysis of disability policy, inclusion of students with developmental disabilities in postsecondary settings, recent federal policy and directives, accessibility of postsecondary distance education, impact of the Internet and other support activities on educational and employment outcomes, the role of families, inclusion in science/engineering/mathematics, transition from two-year to four-year institutions, employers and people with disabilities, quality of life after postsecondary education, experiences and perceptions of participants and parents, a resource mapping matrix proposal, the initiating function of institutions, the role of the rehabilitation counselor in transition, effects of postsecondary settings on employment outcomes and transfer of technological supports, and professional development for faculty and staff regarding inclusion of students with disabilities. (DB)

ED 457 631 EC 308 641

Radtke, Jean, Ed.
Effective Strategies To Improve the Employment of SSI/SSDI Participants.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 00
NOTE- 119p.; Report from the Institute on Rehabilitation Issues (26th, Washington, DC, May 2000). Jean Davis, composer.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Disabilities; *Eligibility; *Employment; Federal Aid; Federal Legislation; Federal Programs; Financial Support; Postsecondary Education; Referral; Rehabilitation Counseling; Secondary Education; Student Participation; *Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *Social Security Disability Insurance; *Supplemental Security Income Program

This document is for administrators, rehabilitation counselors, and other professionals who support the employment of Social Security Disability Insurance (SSDI) beneficiaries and Supplemental Security Income (SSI) recipients with disabilities. It contains strategies for vocational rehabilitation (VR) programs to improve an SSI or SSDI beneficiary's chances for achieving employment. Specific chapters discuss the following: (1) a three-phase benefits counseling model and how this model can be used in the vocational rehabilitation process; (2) how the benefits screening phase of the model fits into the outreach, referral, and application processes in the VR program; (3) how the benefits advisement phase of the model fits into the VR planning process; (4) how the benefits management phase of the model supports the long-term employment of SSI and SSDI beneficiaries; (5) eligibility and services to students and young adults transitioning to work, special education and SSI, and postsecondary education and training; (6) source information and sample forms for use throughout the benefits counseling process; and (7) system issues that maximize the study and the results are provided. (CR)

ED 457 650 EC 308 662

Keilty, Bonnie
Motivating for Competence: Integrating Child- and Family-Focused Mastery Motivation Strategies into Early Intervention for the Extremely Premature Infant and Toddler.
PUB DATE- 00
NOTE- 28p.; Part of the Motivating for Competence Project, Department of Teacher Preparation and Special Education, Graduate School of Education and Human Development, George Washington University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Weight; Child Development; *Cognitive Development; *Early Intervention; Focus Groups; Infants; *Motivation; Motor Development; Perinatal Influences; *Premature Infants; *Problem Solving; Research Methodology; Skill Development; *Time on Task

This paper discusses preliminary results of a project investigating the phenomenon of mastery motivation with three significant groups: provider, family, and extremely premature infant. Three focus groups to determine the state of early intervention's knowledge and utilization of mastery motivation were conducted in three states. A repeated measures, causal-comparative design with control group will be used to determine the effectiveness of this intervention by measuring parent-child interaction and parental perceptions of their child's master motivation skills, and three child variables (developmental status, mastery motivation skills, and self-regulation), at ages 9-12 months and 21-24 months corrected age. At 33-36 months chronological age, these five measures will also be taken, as well as a fourth child variable-relationship with peers. Preliminary findings indicate developmental differences appear to alter the presentation of mastery motivation behaviors in the assessment process. Increased variability in motor quality, task organization, and attention to task observed in the extremely premature population also appears to affect the level of success in initiating behaviors toward mastery. Focus group findings indicate there is a great diversity of provider knowledge, comprehension, and successful utilization of the construct of mastery motivation. Overheads explaining the study and findings are provided. (CR)

ED 457 651 EC 308 663

Simonton, Dean Keith
Origins of Genius: Darwinian Perspectives on Creativity.
PUB DATE- 99
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Cognitive Processes; *Creativity; Cultural Influences; *Developmental Psychology; *Evolution; Genetics; *Gifted; Mental Disorders; Nature Nurture Controversy
IDENTIFIERS- *Darwin (Charles)

This study of creative genius argues that creativity can best be understood as a Darwinian process of variation and selection.

culture and traditions. Ohio's heritage, pioneer settlers, immigrant diversity, and strategic location for westward migration are discussed. A unique perspective for viewing and interpreting education with an architectural perspective is offered and educational trends and changes, revealing the rise in the late nineteenth and early twentieth centuries of lifelong learning and public access to information are examined. The rising professionalism among educators, architects, and librarians that created competing philosophies regarding architectural form and function is revealed. Finally, this document shows how a consensus developed holding that learning environments that inspire excitement among teachers and students reflect communities that support the educational mission. Appendixes include: "Timeline of Selected Educational Highlights in Ohio"; "Architects/Builders of Featured Buildings"; and "Ohio; Educational Sites on National Register of Historic Places." (GR)

ED 457 673 EF 006 002

Bazillion, Richard J.; Braun, Connie L.
Academic Libraries as High-Tech Gateways: A Guide to Design & Space Decisions. Second Edition.
PUB DATE- 01
NOTE- 250p.; Assistance provided by Paul Willis, Judy Sackett, Don Craig, Tom Simon, Ken Anderson, and Tom Grier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Libraries

This book, based on research about libraries around the country, provides tools that can be used for planning and building an academic library space that streamlines access to information. It explains how to incorporate the latest innovations in academic library facility design; how to make the facility flexible for changing information technology needs; and how to balance design, comfort, and physical space demands. Chapters examine the following areas: (1) academic libraries and the information-technology landscape; (2) the design of an "intelligent library"; (3) infrastructure building; (4) facility furnishing, equipping, and staffing; (5) occupying and commissioning a new building; (6) the library as a "teaching and learning instrument"; and (7) academic libraries at the millennium. Appendices provide information on ATM networking and building design, and electronic teaching and learning facilities. (Contains 54 illustrations.) (GR)

ED 457 674 EF 006 004

Silberman, Gil, Ed.; Glazner, Steve, Ed.
Comparative Costs and Staffing Report for College and University Facilities, 1993-94.
PUB DATE- 95
NOTE- 381p.; For the 1997-1998 report, see EF 006 006. For the 1999-2000 report, see EF 006 007.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

McLaughlin, Barry; August, Diane; Snow, Catherine
Vocabulary Knowledge and Reading Comprehension in English Language Learners. Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 46p.; Appendices are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Charts; Critical Thinking; *English (Second Language); Grade 4; Grade 5; *Inferences; Intermediate Grades; Language Skills; *Learning Strategies; Limited English Speaking; Longitudinal Studies; Pretests Posttests; Reading Comprehension; Second Language Instruction; Second Language Learning; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- California; Massachusetts; Virginia

This project involves the collaboration of researchers with 24 teachers in a study aimed at investigating and improving the vocabulary knowledge and reading comprehension of 4th and 5th grade students for whom English is a second language. Cross sectional and longitudinal data were collected on various aspects of vocabulary knowledge, vocabulary inferencing, and reading comprehension of English language learners (ELLs) and English-only peers. Researchers and teachers collaborated in developing and implementing intervention strategies directed at improving vocabulary knowledge and reading comprehension in the ELLs. In the first year of the study, the vocabulary knowledge of ELLs and English-only students were examined. In the second year of the study, the intervention (exercises aimed at improving vocabulary knowledge) was implemented at sites in Virginia, Massachusetts, and California. In the third year of the program the intervention was again administered to the same children, now fifth graders and to some other fifth graders who had not been in the study the previous year. Case study analysis of individual students indicated that students who were in the intervention were more likely to employ strategies they were taught to infer meanings than were the control students. It is concluded that the intervention was successful in improving vocabulary development. (Contains 26 references.) (KFT)

ED 457 697 FL 026 933

Cooper, Robert L., Ed.; Shohamy, Elana, Ed.; Walters, Joel, Ed.
New Perspectives and Issues in Educational Language Policy: A Festschrift for Bernard Dov Spolsky.
PUB DATE- 01
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; Arabic; Diachronic Linguistics; Diglossia; *Educational Policy; FLES; Foreign Countries; Hebrew; Higher Education; Immersion Programs; *Language Planning; Multilingualism; National Programs; Native Speakers; Official Languages; Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish; Student Evaluation; Test Validity; Uncommonly Taught Languages
IDENTIFIERS- Australia; Israel; Palestine; United States

This edited volume contains 15 chapters. Part one, "Language Teaching, Language Learning, and Literacy," has three chapters: "The Monolingual Teaching and Bilingual Learning of English"

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Comparative Analysis; Data Collection; *Decision Making; *Enrollment; Higher Education; Models; Trend Analysis

This paper shows how three critical enrollment indicators drawn from a relationship database were used to guide planning and management decisions. The paper discusses the guidelines for the development of the model, attributes needed, variables to be calculated, and other issues that may improve the effectiveness and efficiency of daily enrollment analysis and reporting for institutional researchers, enrollment managers, and registration personnel using Banner, Datatel, and Peoplesoft packages. Comparative student headcount, full-time equivalent (FTE) information, and credit load information within 126 registration days of fall 1999 and fall 2000 were analyzed and discussed. This information is a rich source for those who struggle with fundamental daily enrollment management issues before and after the semester begins. A college or university will find the daily enrollment analysis an added value for academic planning activities and for predicting enrollment at a given point during the registration period. (SLD)

ED 457 718 HE 034 364

Weiss, Suzanne
High School Curriculum.
SPONS. AGENCY- General Electric Foundation, Ossining, NY.
PUB DATE- 01
NOTE- 7p.; Published bimonthly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *College Preparation; *Core Curriculum; *Course Selection (Students); *High School Students; High Schools; Higher Education

This paper provides a brief review of major research findings on how the kind and level of courses students take in high school affect their performance on tests, their readiness for college-level work, and their persistence in earning a degree. It also features a look at what constitutes a "rigorous" high school curriculum. Highlights from four recent studies show the importance of a rigorous high school curriculum for student academic success. Opinions vary about what constitutes a strong academic curriculum, but the National Center for Education Statistics has suggested that a rigorous curriculum should consisted of 4 years of English, 3 years of a foreign language, 3 years of social studies, 4 years of mathematics, 3 years of science, and at least 1 advanced placement course. Only about half of U.S. students graduate having completed even a "mid-level" curriculum as defined by the National Commission on Excellence in Education's recommendations. There are increasing calls today for eliminating differentiated curricular tracks and sorting practices and for giving all students the opportunity to take college-preparatory courses. Research has demonstrated that college-preparatory courses make a large difference in later academic success. (SLD)

ED 457 719 HE 034 365

Abou-Sayf, Frank K.
How To Install a New Placement Test: Methodology and Results at a Two-Year Institution. AIR 2001 Annual Forum Paper.

Institute for Student Achievement, Curriculum and Assessment program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *College Students; Conflict; *Democracy; *Experience; Higher Education; Sex Differences; Social Action; Student Attitudes; *Student Characteristics

This study focused on how students' precollege experiences predisposed them to three democratic outcomes: (1) ability to see the world from someone else's point of view; (2) beliefs about whether conflict enhances democracy; and (3) views about the importance of engaging in social action activities. Data from three flagship universities were analyzed as part of a nationally funded research project, Preparing Students for a Diverse Democracy. Responses from 7,980 entering students indicated that females were more likely than males to report values and beliefs consistent with democratic outcomes. Participation in race/ethnic discussions, student clubs, and volunteer work, as well as studying with students of different groups, and discussing controversial issues were significant predictors in all three models. Results also indicate that students might be unprepared to negotiate conflict in a diverse democracy. The study provides measures of democratic outcomes that can be used to assess the impact of diversity and service learning initiatives. (Contains 6 tables and 34 references.) (Author/SLD)

ED 457 741 HE 034 394

Filkins, Joseph W.; Kehoe, Laura E.; McLaughlin, Gerald W.
Retention Research: Issues in Comparative Analysis. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Demography; Higher Education; *Institutional Research; *Research Methodology; *School Holding Power

Conducting institutional research on a complex issue such as retention provides the opportunity to use the method of comparative analysis through which numerous independent comparisons can provide the institution with a more complete picture of an issue. Researchers have done different types of comparative analysis at one university over the last several years, including analyses that were: (1) internal; (2) external; (3) entry/intent comparisons; and (4) demographic comparisons. Each of these comparisons provides a unique perspective on the retention and success of students at the institution, along with unique challenges and problems. The paper discusses these perspectives and challenges as they have limited the effectiveness of the analyses. Such comparative analyses are simple, can be done repeatedly, and can draw on existing groups, but they are limited in that they do not help understand student attrition and are sometimes limited by group size. (Contains 8 figures and 25 references.) (Author/SLD)

Education; *Institutional Characteristics; Interdisciplinary Approach; *Organizational Change
IDENTIFIERS- ERIC Digests

This digest focuses on providing the reader several key insights into the change process in higher education by: (1) presenting a common language for organizational change; (2) describing the multidisciplinary research base on change; (3) highlighting the distinct characteristics of higher education institutions and how this might influence the change process; (4) reviewing models and concepts of organizational change derived within higher education, comparing and contrasting different approaches; and (5) providing principles for change based on a synthesis of research within higher education. (Contains 16 references.) (SLD)

ED 457 764 HE 034 420

Good Practice in Tenure Evaluation: Advice for Tenured Faculty, Department Chairs, and Academic Administrators.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Standards; *Teacher Evaluation; *Tenure; *Tenured Faculty

This report provides guidance on conducting tenure evaluations that are thoughtful and just. Practical suggestions for the tenure evaluation process fall into four themes. The first is that of the need for clarity in standards and procedures for evaluation. Institutions should ensure that their stated criteria for tenure match the criteria that, in actual practice, the institutions apply. A second major theme is that tenure decisions must be consistent over time among candidates with different personal characteristics, such as race, gender, disability, and national origin. A third necessity is candor in the evaluation of tenure-track faculty. Periodic evaluations should be candid and expressed in plain English. The fourth theme is that of caring for unsuccessful candidates. Faculty and administrators must treat an unsuccessful tenure candidate with professionalism and decency. Active efforts to assist the candidate in relocating to another position are of mutual benefit to the individual and the institution. (Contains 23 references.) (SLD)

ED 457 765 HE 034 421

Working Together, Creating Knowledge: The University-Industry Research Collaboration Initiative.
PUB DATE- 01
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Corporate Support; Federal Legislation; Higher Education; *Partnerships in Education; Research; *Research Utilization; *School Business Relationship

This document provides a detailed assessment of the opportunities and challenges facing university-industry research collaborations. This report represents a synthesis of the work tables and 24 figures.) (SLD)

ED 457 786 HE 034 446

Seldin, Peter; Higgerson, Mary Lou
The Administrative Portfolio: A Practical Guide to Improved Administrative Performance and Personnel Decisions.
PUB DATE- 02
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; *Decision Making; Educational Administration; *Personnel Evaluation; Portfolio Assessment; *Portfolios (Background Materials)

This book offers administrators a reliable guide to creating a document that evidences performance. The book tells what the administrative portfolio is and how it can be created and used. Part 1 contains 12 chapters on creating and using the administrative portfolio: (1) "Changing Roles and Expectations of Academic Administrators"; (2) "The Administrative Portfolio"; (3) "The Importance of Collaboration"; (4) "Steps to Creating an Administrative Portfolio"; (5) "Choosing Items for the Portfolio"; (6) "Uses of the Portfolio"; (7) "Answers to Common Questions about the Administrative Portfolio"; (8) "Building the Administrative Portfolio"; (9) "Serving as an Administrative Portfolio Mentor"; (10) "Implementing an Administrative Portfolio Review Program"; (11) "Special Questions, Concerns, and Issues"; and (12) "Reflections on Developing an Administrative Portfolio" (Deborah deZure). The second part of this guide contains 13 examples of administrative portfolios presented by college administrators. (Contains 13 references.) (SLD)

ED 457 787 HE 034 449

Weigel, Van B.
Deep Learning for a Digital Age: Technology's Untapped Potential To Enrich Higher Education.
PUB DATE- 02
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; College Students; Computer Mediated Communication; Critical Thinking; *Educational Technology; Higher Education; *Internet; Learning; Problem Solving; Research; *Technological Advancement

This book shows how faculty can help students develop skills in research, problem solving, critical thinking, and knowledge management by using Web-based collaboration tools. This innovative approach to teaching and learning emphasizes the use of virtual spaces, "knowledge rooms," where students "gather" to collaborate. The chapters are: (1) "Beyond the Virtual Classroom"; (2) "The Commoditization of Instruction"; (3) "Transforming the Classroom into Knowledge Rooms"; (4) "Building an Infrastructure for Depth Education"; and (5) "New

Hoblitzell, Barbara A.; Smith, Tiffany L.
Hope Works: Student Use of Education Tax Credits. New Agenda Series TM , Volume 4, Number 2.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Paying for College; *Tax Credits; *Tuition
IDENTIFIERS- *Hope Scholarship Program; *Lifetime Learning Tax Credit; University of California

This report shares information about the use of the Hope and Lifetime Learning education tax credits by students at one large state university system, the University of California (UC). The study also assesses the success of these education tax credits in helping students and families meet the cost of postsecondary education. A survey about education tax credits was completed by 3,644 UC students. Of these students, 29% indicated that they had claimed either of the credits in tax year 1999. Graduate students were more likely to claim an education tax credit (37%). Forty-five percent of students claiming the Hope tax credit were able to claim the maximum amount, and 25% of all those claiming the Lifetime Learning tax credit claimed the maximum amount. The group making the greatest use of the credits was dependent undergraduates whose parents reported incomes between $60,000 and $79,999. For the students, generally not eligible for need-based gift aid, these credits are the only nonrepayable assistance they can receive to help with the cost of their educations. Students with parent income at either end of the distribution were unlikely to claim the credits. A significant number of students, 19% of responded, or 27% of nonclaimers, stated that they were not aware of the credits. The total estimated value of the Hope tax credit to UC students in tax year 1999 was $34.9 million, and the total value of the Lifetime Learning tax credit to UC students was $44.7 million. It is evident from these findings that the education tax credits have enjoyed some early success in helping students and their families meet the cost of higher education, and that the effort UC puts into providing students information about the credits is worthwhile. (Contains 26 tables, 3 exhibits, and 13 endnotes.) (SLD)

ED 457 809 HE 034 480

Sumler, David E.
Distance Learning in Maryland Colleges and Universities, Academic Year 2000.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Mediated Communication; *Distance Education; Higher Education; *Institutional Characteristics
IDENTIFIERS- *Maryland

This report discusses the extent and character of the distance learning (DL) activities of Maryland colleges and universities during academic year 2000 (fall semester 1999 and spring semester 2000). Out-of-state institutions that might have been operating in Maryland are not included. Between 1997 and 2000, Maryland colleges and universities increased the number of credit courses offered by all forms of distance learning from personal skills; finding a balance between educational and work-related objectives; implementing the four infusion strategies in ABE, GED, and ESL classrooms; and encouraging self-awareness and self-evaluation in adult learners. (Contains 42 references.) (MN)

ED 457 315   CE 080 768

Clark, Pat, Ed.
Equity: How Can We Use Effective Teaching Methods To Boost Student Achievement? and Equity: How Can We Enhance Conditions for Learning? and Equity: What Can We Do To Enhance School Climate?
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 8p.; Supported by federal PL 101-392 funds.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Educational Attitudes; Educational Change; *Educational Environment; Educational Improvement; Equal Education; Females; Guidelines; Integrated Curriculum; Males; Postsecondary Education; Safety; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; *Student Attitudes; Student Evaluation; Student School Relationship; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; Womens Education

The three two-page briefs in this packet focus on ways that teachers and administrators can improve student achievement through emphasizing higher-level skills and improving learning conditions and school climate. "How Can We Use Effective Teaching Methods to Boost Student Achievement?" suggests enhancing students' questioning skills and expecting and boosting their high performance through teaching methods that include integrated curriculum, cooperation between teachers and students, cooperative learning in student groups, and real-life assessment. "How Can We Enhance Conditions for Learning?" recommends methods to improve the classroom environment, classroom organization, instructional materials and equipment, and language so that both male and female students feel comfortable and safe. "What Can We Do to Enhance School Climate?" provides concise actions to make school a more positive place for all students through raising and changing teacher expectations, encouraging more respectful student-teacher interaction, and improving classroom management and discipline. Each of the briefs lists resource organizations for further information. (KC)

ED 457 316   CE 080 769

Clark, Pat, Ed.
Equity: What Do We Know about America's Workforce? and Equity: What Skills Are Needed for the Workforce? and Equity: How Do Students' Career Aspirations Compare to Labor Market Realities?
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 8p.; Supported by federal PL 101-392 funds.
LANGUAGE- English

intended to send. Results from three surveys are included: Quantitative Benchmark Survey, School Implementation Profile, and Student Exit Survey. All regional partnerships--Washoe, Western, Northeastern, and Southern--were studied. Both qualitative and quantitative data provide evidence to support all eight messages: (1) students are motivated to learn and reach for higher standards because they see the relevance of their studies; (2) career pathways provide all students with a focus for achieving their career and academic goals; (3) employer involvement in education leads to powerful and relevant learning experiences for all students; (4) community members who work together deliver relevant learning experiences for all students; (5) involved parents help all students reach their full potential; (6) educators understand economic and community needs and demonstrate competencies required by licensure to integrate real life applications into classes; (7) student learning experiences in the community lead to academic and career success; and (8) the STC system in Nevada impacts dropout rates. (Eighteen graphs and three charts are included. Appendixes include Nevada STC evaluation and communication statewide messages; recommended changes to benchmarks for evaluating STC implementation system; evaluation objectives and methodologies; and quantitative benchmark survey and school implementation profile.) (YLB)

ED 457 332   CE 082 331

Promising Practices for the 21st Century. Winners of the 1996 Secretary's Awards for Outstanding Adult Education and Literacy Programs.
PUB DATE- 97
NOTE- 50p.; Cover page varies. For award winners from other years, see ED 354 412, ED 382 827, and ED 446 258.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Adult Education; Adult Learning; Adult Literacy; Adult Programs; Basic Skills; Community Colleges; Community Education; Cooperative Planning; Cost Effectiveness; *Delivery Systems; *Demonstration Programs; Dropout Programs; Education Work Relationship; Educational Environment; Educational Objectives; *Educational Practices; Employment Programs; Employment Qualifications; Futures (of Society); High Risk Students; Industrial Training; Intergenerational Programs; Internship Programs; *Job Training; *Literacy Education; Nontraditional Education; Outcomes of Education; Partnerships in Education; Professional Development; Program Content;
IDENTIFIERS- General Educational Development Tests; Welfare Reform; Welfare to Work Programs

The 12 programs selected as 1996 winners of the Secretary's Awards for Outstanding Adult Education and Literacy Programs illustrate a diverse range of promising practices for the 21st century. Winners were selected based on the presence of 10 elements, including the following: effective and potentially replicable practices; measurable objectives that are consistent with students' learning goals and the program's mission; a program environment that is appropriate and adaptable to adult learners' special needs; and successful strategies for recruiting and retaining students. The following were among the winning programs: (1) a second start program for disadvantaged adolescents and adults; (2) a consortium for worker education; (3) a youth internship program; (4) a basic skills program offered at a community college; (5) a General Educational experiences. Each section is intended to provide the most applicable legal and labor law information. Since paraphrasing federal and state laws runs the risk of changing the intent of those laws, much of this document consists of excerpts taken directly from the laws, rather than an interpretation of the law. Many of the legal questions and concerns that sometimes swirl around the notion of business and education partnerships are addressed. The excerpts, compilations, and general application of legal and labor issues are provided only as guidelines and are not meant to be complete reflections on the regulations. Materials include an introduction and sections on employment relationships; child labor laws; minimum wages and overtime; unemployment compensation; liability and risk management; related employment laws; and federal and state technical assistance directories. Organized around questions compiled from five focus groups around Ohio, the document highlights the major concerns that individuals in the field who place students in work-based learning environments face on a continuing basis. (Contains 38 references.) (YLB)

ED 457 349   CE 082 361

McIntosh, Steven; Steedman, Hilary
Low Skills: A Problem for Europe.
PUB DATE- 00
NOTE- 86p.; Final Report to DGXII of the European Commission on the NEWSKILLS Programme of Research "Education and Training: New Job Needs and the Low-Skilled." Funded under the Fourth Framework Programme for Targeted Socio-Economic Research.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Basic Education; *At Risk Persons; *Basic Skills; Developed Nations; Education Work Relationship; Educational Attainment; Educational Mobility; *Educational Policy; *Educationally Disadvantaged; Employment Patterns; Employment Qualifications; Foreign Countries; Labor Market; *Labor Needs; Lifelong Learning; Older Adults; Older Workers; Outcomes of Education; Retraining; Skill Development; Technological Advancement; *Unskilled Occupations
IDENTIFIERS- France; Germany; Netherlands; Portugal; Sweden; United Kingdom; Work Based Learning

In order to develop conclusions about future policy aimed at addressing the challenge of workers at risk because of low skills, the NEWSKILLS project combined scientific analysis with consultation with social partner representatives, policy analysis, and field work in firms. Population proportions in International Standard Classification of Education (ISCED) 0-2 group (those who had completed lower secondary or less education) varied widely among European countries. In all countries, the proportion of adults in the 0-2 group declined from 1985-95 resulting predominantly from more young people receiving further education and training. Adult upgrading from ISCED 0-2 remained the exception. Measured by duration, the low skill group received less employer-provided education and training than higher skill groups. The 0-2 group's labor market position declined over the same period relative to the national average. Technological change explained much of the decline in labor market demand for the group without further education and training. Older workers without full lower secondary education were at greatest risk. Increased expectations in social competence and communication resulting from growth of service economy employment was found. Suggestions were to frame education policy in terms of entitlement to a minimum level and cultures, and learning about school-to-work transitions. The NALL project's primary objective is to identify major social barriers to integrating informal learning with formal/nonformal learning and certification and to support new program initiatives to overcome such barriers. The NALL project's focus is on the informal and nonformal learning practices of people involved with the Growing Jobs for Living Project (GJOBS) in the Quinte bioregion, located on the north shore of Lake Ontario in Canada. These learning practices are related to the principles and practices of environmental adult education, feminist adult education, and transformative learning. The global and ideational contexts of some of the major socio-environmental changes and problems that have affected the Quinte bioregion and been a catalyst for GJOBS were examined. The methods used to study the informal learning practices of GJOBS participants were reviewed. The major outcomes of the study were discussed from the standpoint of their relationship to the broader field of adult education. (Contains 25 references.) (MN)

ED 457 367 CE 082 402

Basnet, C.
Simulation Games in Production Management Education--A Review. Department of Management Systems Research Report Series.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; Classroom Techniques; Competition; Decision Making; Definitions; Educational Improvement; Educational Needs; Experiential Learning; Guidelines; *Instructional Effectiveness; Learning Activities; Literature Reviews; *Management Development; *Management Games; *Manufacturing; Manufacturing Industry; Needs Assessment; Planning; Relevance (Education); *Simulation; Student Evaluation; Teaching Methods; Trend Analysis

Some 40 years after the inception of management simulation games, the effectiveness of games in management education/training remains unclear. Despite the lack of consensus regarding the teaching and grading methods to be used in conjunction with such games, it is clear that well-conducted simulation games can provide excellent experiential atmospheres for students of management. The following keys to success in applying games in management education and training programs have been identified: (1) define the game's pedagogical and learning context; (2) define the game's subject area and objectives; and (3) identify resource limitations such as limits on time and cost. From the beginning, most business games have focused on business policy and strategy and to a lesser extent on marketing. Games in the production management area have not been as popular and have not changed much since the early 1960s. Most games in the production management area require learners to make decisions regarding raw material ordering, setting production levels, overtime and regular labor hours, plant maintenance, and quality control. Some are competitive, and others are noncompetitive games. More games are needed to teach the newer concepts of just-in-time ordering, synchronized manufacturing, and material requirements planning. Also needed is more focus on global competition and service-type industries. (Contains 41 references.) (MN)

ED 457 368 CE 082 407

Tennessee; Portland, Oregon; and Seattle, Washington. The analysis established that cities that have made progress in coordinating economic and work force development activities have tended to share the following essential characteristics: (1) the level of coordination among municipal agencies and organizations responsible for economic and work force development activities is high; (2) the business community endorses and participates in coordination; (3) the political will to make hard decisions is evident; and (4) coordination efforts involve a broad range of industries. The following recommendations were offered for Baltimore officials: (1) convene and mobilize key municipal participants; (2) utilize key programs; (3) determine the role of the mayor; and (4) organize activities around sectors of the local economy. (Discussions of the following topics are appended: the economic and political context for aligning economic and work force development in Baltimore; factors conducive to alignment in Baltimore; the methodology and comparison city selection criteria; and system performance measurement.) (MN)

ED 457 384 CE 082 427

Almeida, Cheryl, Ed.; Steinberg, Adria, Ed.
Connected Learning Communities: A Toolkit for Reinventing High School.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 172p.; Chapter authors were Lili Allen, Cheryl Almeida, Esther Bobowick, Susan Goldberger, Stephan Knobloch, Robert Lenz, Adria Steinberg, and Michelle Swanson. Joint project with the JFF National Faculty. Supported by the U.S. Department of Education's New American High Schools Initiative.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Standards; Action Research; Admission Criteria; *Change Strategies; Competency Based Education; Cooperative Learning; Cooperative Planning; Criterion Referenced Tests; Curriculum Development; Data Collection; Education Work Relationship; *Educational Change; Educational Needs; Educational Planning; *Educational Practices; Evaluation Criteria; Evaluation Methods; *High Schools; Individualized Instruction; Information Utilization; Instructional Design; *Instructional Development; Models; Needs Assessment; Organizational Change; Organizational Climate; Outcomes of Education; Performance Based Assessment; Program Evaluation; Relevance (Education); Resource Materials *Learning Communities; Work Based Learning
IDENTIFIERS- *Learning Communities; Work Based Learning

This document presents tools and guidelines to help practitioners transform their high schools into institutions facilitating community-connected learning. The approach underpinning the tools and guidelines is based on the following principles: academic rigor and relevance; personalized learning; self-passage to adulthood; and productive learning in workplace and community. The tools and guidelines are organized into seven chapters devoted to the following steps in the reform process: (1) keeping reform on track through benchmarking and action planning (focusing on reform practices and student outcomes); (2) achieving rigor and relevance (conversation starters, the six A's of instructional design, designing for multiple competency gaps and workforce development needs; (3) they effectively use official time, employee time, dollars, or combinations thereof; and (4) they foster shared responsibility between organization and employee. It was recommended that ILAs be implemented governmentwide and supported through consultation and networking. (Appendixes constituting approximately two-thirds of this document contain the following items: OPM Federal ILA pilot initiative guidelines; a list of federal ILA pilot initiative coordinators; synopses of agencies' federal ILA pilots; and synopses of agencies' federal ILA pilots results.) (MN)

ED 457 401 CE 082 462

Eberts, Randall W.
Targeting Welfare-to-Work Services Using Statistical Tools.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Client Characteristics (Human Services); Data Analysis; Decision Making; Demonstration Programs; Educational Assessment; *Employment Services; Evaluation Methods; *Individual Needs; Information Utilization; Labor Turnover; *Needs Assessment; Pilot Projects; Program Effectiveness; Program Evaluation; Referral; Research Tools; *Statistical Analysis; Statistical Data; Systems Approach; Tenure; *Welfare Recipients
IDENTIFIERS- Customized Training; Michigan (Kalamazoo); Michigan (Saint Joseph County); Statistical Packages; Welfare Reform; *Welfare to Work Programs

In January 1998-March 2000, a new statistical assessment and referral system to improve the job retention of welfare recipients participating in welfare-to-work programs was piloted in the welfare-to-work program serving two counties in southwestern Michigan. The assessment and referral system is based on statistical methods and uses administrative data. It is designed to be integrated into an existing intake process, require minimal (if any) additional staff, and comply with the procedures and practices of existing welfare-to-work programs. During the pilot, more than 6,000 welfare recipients participated in the program. Rather than providing all clients with essentially the same set of services, staff evaluated each client individually by collecting information about each new client's educational and employment histories and analyzing that information with a statistical assessment tool based on the statistical relationship between an individual's attributes and job retention. Clients' scores were used to determine the level and type of employment services that might help the individual find employment. An evaluation based on a random assignment design established that the statistical assessment tool yielded retention rates that were 25% higher than when participants were randomly assigned to providers. The difference in retention rates between the best and worst referral combinations was 56%. (MN)

ED 457 402 CE 082 463

Goins, Shannon
Blindness and Computer Networking at iTEC Information Technology Education Center .

Job Training; Labor Force Development; Labor Market; Leisure Time; Lifelong Learning; Moral Values; Political Issues; Popular Education; Productivity; Public Policy; *School Business Relationship; Secondary Education; Skilled Occupations; *Social Capital; Social Values; Trend Analysis; Values Education; *Vocational Education; Well Being; Work Attitudes; Work Environment; Work Ethic
IDENTIFIERS- Marx (Karl); Smith (Adam)

This book examines the relationship among education, work, and social capital at the beginning of the 21st century. The following are among the topics discussed in the book's 15 chapters: (1) necessity, work, effort, and leisure; (2) the economic and work-related aims of education, including liberal, vocational, and civic education; (3) the conceptualization of economic life and the consumptionist tradition inherited from Adam Smith and also found in the work of Marx; (4) the conceptualization of economic life and the political economy as discussed by List; (5) moral education and work (with special emphasis on paid employment and the continuing of education through the social demands and relationships arising in the workplace); (6) vocational education and vocational training (the misconception of vocational education as training, differences between training and conditioning, the importance of assessment in vocational education); (7) learning in the workplace; (8) two rival conceptions of vocational education; (9) education and labor markets; (10) education, well-being, and economic growth (vocational education as a process of formation); (11) the social value of work; (12) education and the "end-of-work" thesis; (13) education and work in a social capital perspective; and (14) policy issues related to schooling, qualifications, and the transition to work. (Contains 189 references.) (MN)

ED 457 419   CG 029 790

Landrum, C. Joseph; Underwood, Joe R.
Spirituality of Older Adults: Expanding the Norms of an Existing Instrument.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Conference of the American Counseling Association (Washington, DC, March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aging (Individuals); Counseling; *Counseling Objectives; *Interpersonal Relationship; *Item Analysis; *Older Adults; Sex Differences; *Spirituality; Validity
IDENTIFIERS- Compassion

Spirituality and aging are two emerging areas of importance for the field of counseling. Research in the broad area of spirituality is limited. The research in spirituality and aging is even more limited. While the amount of research is growing, there are still few instruments that explicitly measure human spirituality. The purpose of this study was to examine the spirituality of a specific group of older adults for the purpose of expanding the norms of the Human Spirituality Scale (HSS), adding to its validity as a viable research instrument for study of spirituality and aging. The specific population for this study was comprised of residents (N=221) in the independent living division of a retirement community in Mississippi. Results of the analysis concluded that the HSS is

IDENTIFIERS- *Hate Crime

Designed for use in middle schools and youth organizations, this curriculum, in Spanish, deals with the extent of hate crime in the United States and presents strategies for reducing hate crimes among our youth. This flexible nine-unit curriculum is based on the principles that violence and prejudice are learned and therefore preventable, and that students can develop critical thinking skills to respond to and prevent hate crimes. It includes interactive classroom exercises to provoke debate about issues and ideas, illustrate the profound impact of hate crime, and help students develop skills to recognize and counteract prejudice through involvement at the school and community levels. Unit titles are: (1) "Hate Crime: Who Are Its Victims? Who Are Its Perpetrators?"; (2) "Hate Crime Perpetrators: Why Do They Do It?"; (3) "Turning It on: Examining the Media's Role in the Development of Prejudice"; (4) "What Can We Do? Coalition Building To Promote Social Change"; (5) "Why Differences Divide: Understanding Conflict and the Role of Aggressors, Victims, and Bystanders"; (6) "How It Happens: The Development of Prejudice and Intolerance"; (7) "Seeing the Big Picture: Institutionalized Racism"; (8) "Acting Together for Change: A Dramatic Presentation on Hate Crime"; and (9) "What We Did: Sharing Our Community Project." (GCP)

ED 457 443 CG 031 197

Vicario, Terra; Henninger, Erica; Chambliss, Catherine
The Correlates of Dance Education among Adolescent Girls.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Body Image; *Dance Education; *Females; Parent Child Relationship; Parent Participation; Peer Relationship; *Self Esteem; Surveys

This investigation extends previous research on the benefits of dance education, by further exploring the correlates of participation in dance classes for adolescent girls. The survey evaluated self-esteem, body image, dance ability, and perceived quality of peer and parent relationships. Students with greater dance experience were expected to report higher levels of perceived success, attractiveness, body awareness, and time management skills. The majority of students (77%) saw dance class as having improved their level of self-discipline. The majority (85%) also did not find that dance class made them hate their bodies. Girls who scored high on dance efficacy seemed to feel more attractive while dancing in addition to feeling more attractive at school. The parental support findings show a congruence between girls' and their parents' attitudes toward this activity. In assessing the potential harm of dance instruction, the 15% of students who reported hating their bodies as a result of dance were further evaluated. It was determined that body image played a great role in how they perceived this activity. It suggests that changes in how dance education is presented could make it possible to extend the current benefits to a greater percentage of participants. (Contains 16 references.) (JDM)

ED 457 444 CG 031 211

Solomon, Mindy; Venuti, John; Hodges, Jilda; Iannuzzelli, Jena; Chambliss, Catherine
Educational Responses to Media Challenges to Self Esteem: Body

appendixes and 92 references.) (JDM)

ED 457 465 CG 031 239

Bulach, Cletus R.; Peddle, Joel
A Comparison of Character Traits for Rural, Suburban, and Urban Students.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Conference of the Character Education Partnership (8th, Denver, CO, October 18-20, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Educational Practices; *Elementary Secondary Education; Interpersonal Relationship; *Leadership; Measures (Individuals); *Models; Program Evaluation; Program Implementation
IDENTIFIERS- *Character Education; Georgia

In 1999, the Georgia Department of Education received a grant to implement character education programs in 25 schools. The intent of the four year grant was to identify schools with best practices to serve as models for the dissemination of successful programs in the state. The study included 6 high schools, 7 middle schools, and 12 elementary schools representing urban, rural, and suburban settings, and totaling 10,562 students. Results of the study showed that leadership was the key to implementing a character education program. Leadership was also very important for the culture/climate of the school, and was highly correlated with the other variables that make up a school's culture/climate. Elementary schools tended to have more positive student behavior related to character than middle and high schools. With regard to school setting, there did not seem to be much difference between rural and suburban schools. While too early to identify schools with best practices, it appears that the evaluation design will be able to accomplish this goal. (Contains 7 tables and 12 references.) (ADT)

ED 457 466 CG 031 240

Bulach, Clete; Fulbright, Julie Penland; Williams, Ronnie
Bullying Behavior: What Is the Potential for Violence at Your School?
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Bullying; Elementary Secondary Education; High Risk Students; *Measurement; *Predictive Measurement; *School Safety; Student Behavior; *Violence
IDENTIFIERS- Department of Education

Research was undertaken to design an instrument that could identify schools prone to the occurrence of violence. A secondary purpose was to identify signs that might indicate that violence was a likely occurrence. The instrument had five factors that described where bullying occurred; the types and reasons for bullying; how students were treated; ways students reported bullying; and their feelings of self-efficacy. Based on the results, school officials concluded that bully behavior was not a serious problem in their school. The instrument did reflect that bullying occurred and determined what behaviors

American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; At Risk Persons; Bilingual Students; Economically Disadvantaged; Elementary Secondary Education; *Faculty Workload; *High Risk Students; Learning Disabilities; Limited English Speaking; Models; Needs Assessment; *School Counseling; *School Psychologists
IDENTIFIERS- National Association of School Psychologists

A model is proposed to project optimal school psychology service ratios based upon the percentages of at risk students enrolled within a given school population. Using the standard 1:1,000 service ratio advocated by The National Association of School Psychologists (NASP) as a starting point, ratios are then adjusted based upon the size of three high risk groups (students with limited English proficiency, students eligible for free or reduced lunches, and students classified as educationally exceptional). If the percentage of students belonging to one or more of these groups exceeds the target figure(s), then staffing projections are increased for each risk factor present. Comparing the proposed model to actual staffing practices across the nation, eight states were found to have one or more risk groups above criteria. The mean staffing ratio of these eight states (1:2,459) was higher than the mean ratio of the states that lacked elevated concentrations of at-risk students (1:2,020). Therefore, when the analysis was conducted at the state level, it did not appear as if elevated percentages resulted in lower staffing ratios for school psychologists. Results are discussed in terms of the dependent relationship that exists between staffing ratios and school psychology service delivery models. (Contains 23 references.) (Author/JDM)

ED 457 488 CG 031 269

Ream, Geoffrey L.
Intrinsic Religion and Internalized Homophobia in Sexual-Minority Youth.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; College Students; Higher Education; *Homophobia; Homosexuality; *Identification (Psychology); *Religion; Research; Resilience (Personality); Risk; Role Conflict; Sexual Identity; Sexual Orientation; Socialization

This research investigates the development of conflict between sexual minority identity and religious identity in sexual minority youth, examining religion as both a risk factor and a protective factor. Intrinsic religion was expected to predict self reported conflict between religious and sexual minority identity. Retrospectively reported homophobic content of childhood and adolescent religious socialization messages was expected to predict factors related to identity conflict, although individual intrinsic religion was expected to interact with or mediate that relationship. Thirty-three religiously and racially diverse sexual minority college undergraduates parent-teacher meetings are just some of the ways schools can adapt. Schools administrators have the resources and power to initiate effective parent-teacher cooperation. The health and welfare of society is dependent upon understanding the barriers erected by classist bias and in finding ways to eliminate them from institutional life. (Contains 40 references.) (JDM)

ED 457 510 CG 031 297

Ostrove, Joan M.; Long, Susan M.
White Women's Social Class Identity and the College Experience.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; College Seniors; *Females; Higher Education; Identification (Psychology); Interpersonal Competence; Lower Class Students; *Social Cognition; *Social Status; Upper Class

One hundred first-year women and 100 senior women attending a private liberal arts college in Minnesota completed a questionnaire about their class background and current class identity, and the extent to which they thought class had an affect on their lives. Information was also obtained about their scholarships and financial aid. While the results showed no differences among social class groups in terms of how the women saw class affecting their lives in general or their experiences at the college, women from lower middle class and poor backgrounds articulated considerably less access to different kinds of resources. Seniors were more likely to believe that their social class affected their lives in general. Women from upper middle class and upper class backgrounds were more likely to say that they lived a life of ease but many struggled with the goal of trying to become independent. (Contains 11 references.) (JDM)

ED 457 511 CG 031 298

Tang, Mei
Applying Social Cognitive Career Development Theory to Asian Americans.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Asian Americans; *Career Choice; Career Guidance; College Students; Counselors; *Ethnic Stereotypes; Higher Education; Role; Self Concept Measures; Self Efficacy; *Social Cognition
IDENTIFIERS- Confidence

This paper hypothesized that higher levels of acculturation lead Asian American individuals to have more self-efficacy and interests in non-stereotypical occupations. One hundred eighty-seven Asian American students from various college campuses completed the Suinn-Lew Asian Self-Identify Acculturation Scale, the Confidence Inventory, and the Questionnaire about

*Theater Arts
IDENTIFIERS- ERIC Digests; Theater Research

Since the Internet has become a primary information source, this digest offers a list of online resources to assist teachers and educators in conducting research and curriculum development and in meeting the National Standards for Arts Education in Theatre. The digest provides brief summaries of three Web sites on theatre education. It then details the theatre content standards, and presents related research and supporting Web sites for each standard. Finally, it lists and describes important professional development organizations. (RS)

ED 457 535 EA 031 068

Malone, Robert J.
Principal Mentoring. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Elementary Secondary Education; *Management Development; *Mentors; *Principals
IDENTIFIERS- ERIC Digests

To help new principals succeed, school districts are capitalizing on senior administrators' expertise by adding mentor programs to the practical training programs for beginning principals. This digest examines the nature of mentorships and discusses how they can prepare principals for the next stage of their careers. Although mentoring has existed for millennia, it is only in the last 30 years that mentor-protege relationships have received increasing academic and professional interest. Increasing evidence suggests that matching an intern to the appropriate school and to the right mentor are critical components of the intern's education. Some examples of principal-mentoring programs are Albuquerque Public Schools' Extra Support for Principals (ESP), programs at the Southern Regional Education Board's Leadership Academy, and Growing Our Own in Santa Cruz County, California. Challenges to mentor-protege relationships include artificially constructed relationships, and race and gender issues. Tools such as the Mentor Identification Instrument and the Haberman Urban Principal Selection Interview have been developed to help identify good mentor-mentee matches. Formal mentoring programs vary in duration from fewer than 165 hours to more than 632 hours of internship. Mentoring programs are also useful in preparing new principals to become mentors in their own right. (Contains 11 references.) (RT)

ED 457 536 EA 031 116

Lashway, Larry
Educational Indicators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Earning for Some," "How to Educate English Language Learners," "English Achievement in High School Classrooms," and "Teachers and Technology." The publications list contains seven new releases related to elementary and secondary education, four on postsecondary education, and nine covering miscellaneous topics. A phone list for accessing departments and personnel of the Office of Educational Research and Improvement is provided on the last page. (RT)

ED 457 554 EA 031 281

Rutherford, Barry; Anderson, Beckie; Billig, Shelley
Parent and Community Involvement in Education. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 139p.; For others in the series, see ED 397 544, ED 397 545 and ED 397 546.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Middle Schools; *Parent School Relationship; *Parent Student Relationship; *School Business Relationship; *School Community Relationship
IDENTIFIERS- *Reform Efforts

This study focused on parent, family, and community involvement in middle-grade education. It addressed three reform themes in the area of middle-grade school/family and community partnerships: (1) What are the larger and local environments within which parent, family, and community involvement operate? How do these contextual factors influence those programs? (2) What are the roles that parents, families, and community and business members assume in the education of their children? How are those roles facilitated? What key elements are specific to these areas? and (3) What are the effects of promising programs on parents, students, schools, and the community? How are these effects assessed or determined? Findings show that challenges can create opportunities for family involvement; strong relationships form the core of family and community involvement; responsibilities and decision making need to be shared among all participants; sustained family and community involvement depends on active advocacy by leaders; and active partnerships require a system of support to sustain them. Implications for policymakers include a focus on success for all students as the core of policy for education reform, whereby school, family, and community partnerships are supported. Appendix A contains references, and Appendix B contains a bibliography of current products. (RT)

ED 457 555 EA 031 282

Broughman, Stephen P.; Colaciello, Lenore A.
Private School Universe Survey, 1999-2000. Statistical Analysis Report.
PUB DATE- 01
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *National Surveys; Parochial Schools; *Private Schools; Research Methodology;

Bodilly, Susan
New American Schools' Concept of Break the Mold Designs: How Designs Evolved and Why.
SPONS. AGENCY- Ford Foundation, New York, NY.; New American Schools Development Corp.
PUB DATE- 01
NOTE- 158p.; Study conducted under the auspices of RAND Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Community Action; Educational Change; Educational Innovation; Educational Objectives; *Educational Quality; Elementary Secondary Education; *Evaluation; *Governance; *Government School Relationship; Guidelines; Instructional Design; Instructional Improvement; *Program Design; Public Schools; Standards; Teacher Competencies; Teacher Improvement

Business leaders created New American Schools (NAS) to develop "break-the-mold" designs for schools serving grades K-12. The notion of a design was meant to convey a coherent and comprehensive set of school-level practices that unified a school behind a goal of high performance by all students. These practices would cover all grades, all students in the school, and all-important functional areas of the school. The designs developed by NAS and the teams have changed significantly as they have tried to implement their designs in hundreds of schools in the districts that partnered with NAS for this purpose. These changes to designs are the subject of this report. Its purpose is to document changes to the designs over their short life span and reasons for those changes to understand better the likely contribution of this reform to student improvements. The report uses historical analysis of the design documents, interviews with design teams, and notes from site visits to establish the changes that have taken place in designs over the period 1992 to 1998. It uses the original proposals submitted in response to NAS's Request for Proposals as the baseline for making comparisons. The report documents significant changes over time in the designs and in the concept of what a design includes. The designs themselves have changed in terms of their educational components and theories. Finally, the design teams have developed implementation strategies and assistance packages over time that have resulted in the expansion of the design concepts to the concept of designed-based assistance. (Contains 76 references, 9 tables, and 1 figure.) (DFR)

ED 457 575 EA 031 324

Theobald, Neil D., Ed.; Malen, Betty, Ed.
Balancing Local Control and State Responsibility for K-12 Education. Yearbook of the American Education Finance Association, 2000.
PUB DATE- 00
NOTE- 334p.; Twenty-first Annual Yearbook.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Boards of Education; Charter Schools; *Educational Assessment; Educational Change; *Educational Finance; Elementary Secondary Education; Equal Education; Expenditures; *Financial Support; Government Role; *Government School Relationship; Public Policy; Public Schools; *School District Autonomy; *State Aid

This yearbook's focus is the connection between state or 5 years. The maturity and capability of teachers, principals, and boards is essential. A plan should fit the context, history, and traditions of the schools. (AUTHOR/RKJ)

ED 457 593 EA 031 350

Jackson, Valery L.
The Voices Crying in the Wilderness: A Call for Common Sense and Ethical Practice in American Educational Reform.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; *Educational Change; Elementary Secondary Education; *Family Influence; *Family Needs; Western Civilization
IDENTIFIERS- *Reform Efforts

There is a need to generate an improved American educational perspective that does not deliberately undermine and/or destroy the basic structure of the family by devaluing the very processes and behaviors required to develop and maintain that essential structure over time. To accomplish this, the idea of the existence of acceptable behavior codes, which affect a social reality beyond the self, must be addressed. These behavior codes must suit the needs of the larger society. More educational researchers and practitioners must acknowledge the existence of a societal force beyond the self and communicate this to the students. There must be an acknowledgment that there should be a larger social responsibility and that this sense of responsibility is necessary for the maintenance of American families and their civilization. There is concern for the current educational direction and the emergent, self-centered dysfunctional family. The free dispersal of ideas without some semblance of ethical structure has contributed in some degree to the behavioral confusion in our society. Educators need to respect the student's democratic right for self-choice while providing the opportunity for the exploration of the purposes of civilization. Acceptable standards of human behavior that promote strong family units within appropriate societal parameters are essential. Additionally, America must not ignore the potential value and importance of promoting these social standard within the instructional processes of the public school system. (Contains 12 references.) (AUTHOR)

ED 457 594 EA 031 354

Readings on Leadership in Education from the Archives of Phi Delta Kappa International.
PUB DATE- 00
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Styles; Principals

This anthology of nine readings offers salient thoughts on leadership in education. Readings include: (1) "The Power of Leadership Philosophy" (E. Grady Bogue); (2) "Multidimensional School Leadership" (Larry Lashway); (3) "Legal and Ethical Bases for Educational Leadership" (M. Donald Thomas and E.E. Gene Davis); (4) "The Principal and Leadership" (Edward G.

Schwartz); (13) "Gender Equity Issues in the Vocational and Transition Services and Employment Outcomes Experienced by Young Women with Disabilities" (Bonnie Doren and Michael Benz); (14) "Nothing To Do after School: More of an Issue for Girls" (Merle Froschl and others); (15) "What Do Frida Kahlo, Wilma Mankiller, and Harriet Tubman Have in Common? Providing Role Models for Girls with (and without) Disabilities" (Harilyn Rousso); (16) "The Living Out Loud Program: Building Resiliency in Adolescent Girls with Disabilities" (Nancy Ferreyra and Estelle Eskenazi); and (17) "Addressing Gender Equity in Special Education Services: An Agenda for the Twenty-First Century" (Michael L. Wehmeyer and Harilyn Rousso). (Chapters include references.) (CR)

ED 457 612 EC 308 618

Campbell, Edward M.; Fortune, Jon; Heinlein, Ken B.
Eight Models for Explaining States' Total Spending for People with Developmental Disabilities in the United States.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (11th, Seattle, WA, August 1-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Community Programs; Cost Effectiveness; *Court Litigation; Developmental Disabilities; Federal Programs; *Financial Support; *Mental Retardation; Models; Policy Formation; *Predictor Variables; *State Aid; State Programs; *Supported Employment

This report investigated the financial expenditures of states for services for individuals with developmental disabilities and examined the factors that influenced the level of expenditure. Eight multiple-regression models are presented which explain 70 to 88 percent of the variation in states' total expenditures. In addition to the obvious relationships between spending for services for individuals with developmental disabilities and a state's total population and income, several additional factors were demonstrated to be important. Domestic migration was shown to have a significant negative relationship with spending; that is, states that are losing population have higher expenditures. History of litigation was also demonstrated to increase a state's spending. Providing supported living programs to a large number of people appears to have resulted in a substantial decrease in total spending. Increasing the numbers of people in any combination of ICF/MR and HCB waiver Medicaid services tended to increase spending. An alternative method of assessing fiscal effort is proposed and the concept of "alternative" services/supports of funding sources is questioned. Finally, a method for concurrently summarizing and displaying the effectiveness of delivering services and supports, and the cost-efficiency of providing those services/supports, is demonstrated. (Contains 25 references.) (CR)

ED 457 613 EC 308 619

Walling, Teresa; Potts, Bridget; Fortune, Jon; Cobb, Ginny L.; Fortune, Barbara
Home on the Range: Host Families for Developmental Disabilities in Wyoming.
PUB DATE- 00

strategies outlined in the document. Appendices include a glossary, an overview of the most recent Social Security Administration legislation, and key state and regional staff. (Contains 38 references.) (CR)

ED 457 632 EC 308 642

Coleman, Mary Ruth
Bright Futures for Exceptional Learners: Technical Report. Conditions for Special Education Teaching: CEC Commission Technical Report.
PUB DATE- 00
NOTE- 73p.; For a previous "Bright Futures for Exceptional Learners" document, see ED 451 668.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Codes of Ethics; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Professional Isolation; Regular and Special Education Relationship; *Special Education Teachers; *Teacher Attitudes; *Teacher Collaboration; Teacher Surveys; *Teaching Conditions; Teaching Load
IDENTIFIERS- *Council for Exceptional Children

A survey was conducted to investigate special education teaching conditions. A total of 246 special education teachers, 158 special education administrators, 110 principles, and 72 regular education teachers responded to survey questions that addressed the availability of appropriate materials, the provision of suitable physical facilities, the level of satisfaction for items related to teaching children with exceptionalities, collegiality/professionalism and communication, and the development of Individualized Education Programs. Findings indicate: (1) administrators took a more positive view of the conditions for teaching students with exceptionalities than teachers did; (2) general education teachers have students with exceptional learning needs in their classes, with the largest group being students with learning disabilities; (3) special education teachers report feeling isolated from, and having few opportunities to collaborate with other teachers; (4) teachers in both general and special education report having little or no time to talk and plan collaboratively for students with special needs; (5) special education teachers reported they often do not have the resources and materials they need; and (6) the top three concerns of special education teachers were caseload, time for planning, and paperwork. Appendices include the mission statement and the code of ethics of the Council for Exceptional Children. (CR)

ED 457 633 EC 308 643

Warger, Cynthia
Cultural Reciprocity Aids Collaboration with Families. ERIC/OSEP Digest.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC/OSEP Digest #E614.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cross Cultural Training; *Cultural Awareness;

The artist or scientist generates a wealth of ideas, and then subjects these ideas to aesthetic or scientific judgment, selecting only those that have the best chance to survive and reproduce. The book draws on the latest research into creativity and explores such topics as the personality type of genius; whether genius is genetic or produced by environment and education; the links between genius and mental illness; the high incidence of childhood trauma, especially loss of a parent, among Nobel Prize winners; and the importance of unconscious incubation in creative problem-solving. Individual chapters address the following topics: (1) genius and Darwin--the surprising connections; (2) cognition and the creative process; (3) the role of variation and the possibilities of both brilliance and madness; (4) development (the nature-nurture controversy); (5) products as evidence of creative genius; (6) groups (the role of culture in the development of creative genius); and (7) the future of the idea of Darwinian genius. (Contains approximately 650 references.) (DB)

ED 457 652 EC 308 664

Pierangelo, Roger; Giuliani, George
Special Educator's Complete Guide to 109 Diagnostic Tests: How To Select & Interpret Tests, Use Results in IEPs, and Remediate Specific Difficulties.
PUB DATE- 98
NOTE- 352p.; Produced by the Center for Applied Research in Education, West Nyack, NY.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Cognitive Tests; Diagnostic Tests; *Disabilities; *Disability Identification; Elementary Secondary Education; Evaluation Methods; *Gifted; Individualized Education Programs; Intelligence Tests; Language Tests; Parent Role; Perception Tests; Psychological Testing; Remedial Instruction; *Special Education; *Student Evaluation; Testing; *Tests

This manual is a guide to the special education diagnostic process and covers the various stages of evaluation, interpretation, diagnosis, prescription, and remediation. Test information includes: explanations of the most commonly used diagnostic tests, coverage of the areas measured by each test, interpretation of test patterns for commonly used measures, diagnostic categories frequently exhibited by test patterns, strengths and weaknesses of each test, and how results/scores are evaluated for each test. The 14 sections cover: (1) an introduction to assessment; (2) methods of gathering information; (3) the Wechsler Scales of Intelligence; (4) other intellectual assessment measures; (5) achievement assessment measures; (6) perceptual measures; (7) language, psychological, and social adaptive measures; (8) early childhood, hearing impaired, occupational and physical therapy, and bilingual tests; (9) identification of possible high-risk children; (10) understanding a student's behavior during testing; (11) the parents' role in the assessment process; (12) writing and developing an Individualized Education Plan; and (13) classroom remediation techniques. Section 14 presents seven appendices including names and addresses of publishers, a test reference guide, terminology and definitions, and special education abbreviations. (Contains 64 references.) (DB)

DESCRIPTORS- Campuses; *College Administration; *College Buildings; Comparative Analysis; *Cost Effectiveness; *Employees; Higher Education; *Operating Expenses; *Personnel Management; Public Colleges; School Maintenance; Unit Costs

This report presents comparative data on facility management costs and staffing based on responses from 516 U.S. postsecondary educational facilities during 1993-94. It lists statistics from both private and public institutions, beginning with statistical reductions presenting the survey response tally, institutional profiles, and mean costs per square foot. Subsequent sections detail institutional indexes, profiles, costs, staffing levels, and utilities consumption. There is additional information comparing staffing salaries, percentage unionized, chargeback rates, contract services, and full-time-equivalent staffing, as well as statistics on mean electric and gas usage, other fuel usage, and water and sewer consumption. An appendix presents the 1993-94 Comparative Costs and Staffing Survey and the Survey Instruction Booklet. (GR)

ED 457 675 EF 006 005

Comparative Costs and Staffing Report for College and University Facilities, 1995-96. 3.5 inch Computer Diskettes .
PUB DATE- 97
NOTE- 0p.; Produced with assistance from Derek L. R. Price, Steve Glazner, and Lander Medlin. Not available in print format.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- lude references.) (CR)
Andre J. Branch); and (11) "Strategies for M,Reports - Research/Technical (143)
DESCRIPTORS- Campuses; *College Administration; *College Buildings; Comparative Analysis; *Cost Effectiveness; Higher Education; *Operating Expenses; *Personnel Management; Public Schools; School Maintenance; Unit Costs

This report presents comparative data on facility management costs and staffing based on responses from 213 U.S. postsecondary educational facilities during 1995-96. Contained within four diskettes, it lists information from both private and public institutions, grouped in sections identical to the survey. The sections are: general data; personnel data and costs; energy/utility cost and consumption; and the custodial addendum. With few exceptions, reports are divided and subtotaled by four categories: funding source; Carnegie classification (research, doctoral, masters, baccalaureate, associate of arts, and specialized); region; and student full-time-equivalent enrollment. Additionally, the report presents statistics for each institution and raw data for all institutions. (GR)

ED 457 676 EF 006 006

Glazner, Steve, Ed.
Comparative Costs and Staffing Report for Educational Facilities, 1997-1998.
PUB DATE- 99
NOTE- 302p.; For the 1993-1994 report, see EF 006 004. For the 1999-2000 report, see EF 006 007.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Campuses; *College Administration; *College Buildings; Comparative Analysis; *Cost Effectiveness;

(Henry G. Widdowson); "Literacy: The Extension of Languages Through Other Means" (Ellen Bialystok); "Bilingual Processing Strategies in the Social Context of an Undergraduate Immersion Program" (Andrew D. Cohen, Kirk C. Allison). Part two, "Language Testing in Educational Contexts," includes three chapters: "Some Construct Validity Issues in Interpreting Scores from Performance Assessments of Language Ability" (Lyle F. Bachman); "What Second Language Learners Can Tell Us About the Native Speaker: Identifying and Describing Expectations" (Alan Davies); "The Social Responsibility of Language Testers" (Elana Shohamy). Part three, "Multilingualism, Minority Languages, and Language Planning," has five chapters: "Multilingualism and Diglossia in Palestine in the First Century of the Common Era: Some Thoughts on Historical Sociolinguistics" (Christina Bratt Paulston); "Introducing Khayem Zhitlovski" (Joshua A. Fishman); "Arab Language Education in the Hebrew State" (Muhammad Amara); "Adult Use and Language Choice in Foreign Language Policy" (Richard D. Lambert); "Linking Levels in Foreign Language Teaching Through a Common Frame of Reference" (Kes de Bot, Theo van Els). Part four, "Case Studies in Educational Linguistics: Focus on Policy," has four chapters: "Micro Language Policy as a Barometer of Change: A University Language Policy as an Example" (Michael Clyne); "The Genesis of a District-Wide Spanish FLES Program: A Collaborative Achievement" (G. Richard Tucker, Richard Donato, Kimmaree Murday); "The Distinctiveness of Applied Linguistics in Australia: A Historical Perspective" (Tim F. McNamara, Joseph Lo Bianco); "Educational Linguistics as a Field: A View from Penn's Program as It Approaches Its 25th Anniversary" (Nancy H. Hornberger). References are appended to the end of each chapter. A subject index is included. (KFT)

ED 457 698   FL 026 934

Cobb, Tom; Horst, Marlise
Growing Academic Vocabulary with a Collaborative On-Line Database.
PUB DATE- 01
NOTE- 39p.; In: B. Morrison, D. Gardner, K. Keobke, and M. Spratt (eds.) "ELT Perspectives on Information Technology & Multimedia: Selected Papers from the ITMELT 2001 Conference 1st & 2nd." English Language Centre, Hong Kong Polytechnic University, pp. 189-226.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; *Curriculum Development; Educational Technology; *English for Academic Purposes; *English (Second Language); Higher Education; Instructional Innovation; Learner Controlled Instruction; Limited English Speaking; Second Language Instruction; Second Language Learning; *Vocabulary Development; World Wide Web
IDENTIFIERS- Academic Language

This paper examines how collaborative on-line databases can be used to meet the need for individualized instruction for academic vocabulary learners intending to do university work in English. It is argued that effective teaching and course design for preparing non-native English speaking students for study at English language universities must be highly specialized if it is to be effective. For example, the Chinese speaking student preparing for a computer science graduate program in Canada needs to know a very different sort of specialized vocabulary than the French student preparing for a program in theater arts

PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; Community Colleges; *Educational Testing; Higher Education; *Student Placement; Test Use; *Test Validity
IDENTIFIERS- Decision Theory

At a community college in Hawaii, two separate validation processes were carried out in order to install a new student placement test, each serving a different purpose at different times in the installation process. Decision Theory was used to arrive at a decision tool to allow for compromises between accuracy and enrollment management. The American College Testing Program's COMPASS test was chosen as the placement test for English and mathematics. A linear regression equation, based on responses of 400 students, was generated for each COMPASS test to allow the conversion of current placement scores to COMPASS scores to permit a smooth transition in test use. Because the new test replicated the supposed accuracy of the old test, validity was studied with the Decision Theory approach. An alternative approach used to solve some of the validation dilemmas consisted of using instructors' opinions about the correctness of student placement in their courses at the beginning of the semester. However, this approach proved to be of little use. (SLD)

ED 457 720 HE 034 366

Taylor, Alton L.; Lee, Douglas J.; Doane, Dudley J.
Attending Summer Session and Time to the Degree. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Students; Degrees (Academic); Higher Education; *Summer Schools; Surveys; *Time to Degree

The role of summer session attendance in time-to-degree was studied in a two-phase investigation. In the first phase, a survey was used to collect data from 10 universities on the entering class of 1992 who took a degree in arts and sciences. This cohort was followed to graduation periods of less than 4 years, 4 years, 5, years, 6 years, and more than 6 years. Survey items addressed time to complete bachelor's degree, gender, Scholastic Assessment Test scores, and grade point averages at the time of graduation. In the second phase of the study, telephone interviews were conducted with 33 students at the University of Virginia who graduated in less than 4 years. Findings from both phases show the important role summer session plays in providing opportunities for college students to complete their bachelor's degrees in 4 years. Summer session also plays an essential role in supporting students who wish to graduate in less than 4 years. Attending summer session did not deter academic achievement, and attendance in summer sessions

ED 457 742 HE 034 395

Belcheir, Marcia J.
Predicting the Probability of Graduating: Differences for Freshmen and Transfers at a Metropolitan University. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; College Graduates; *Graduation; Higher Education; Probability; Student Attitudes; *Transfer Students
IDENTIFIERS- *Boise State University ID

Differences in the probability of graduating were studied for freshmen and transfer students at a metropolitan university. The study was based on students who arrived at Boise State University for the fall 1989 term (n=2,459). Of this group, 1,692 were new freshmen, and 767 were new transfers. The two groups were similar in gender and ethnicity. Follow-up groups were formed that included only students who returned for at least one additional semester: 1,121 returning freshmen and 501 returning transfer students. These groups were studied at 4, 6, and 10 years after entry. Results show that, in general, variables that were highly significant in predicting graduation at 4 years had less impact by the time 10 years had elapsed. The variables that should be included in predicting graduation remained remarkably stable. These were continuous enrollment, mainly full-time enrollment, and first semester grade point averages (GPA) for both freshmen and transfers. Transfer students had an advantage over new freshmen in reaching graduation. Freshmen closed the gap in their probability of graduating over time, but they never fully caught up. This difference was undoubtedly due in part to the number of credits transfer students brought with them. It was probably also the result of less tangible things, such as clearer goals, increased motivation, and prior experience. First semester GPA probably played the most important role in increasing the odds of graduation. This study confirms that attention should be placed on helping students be academically successful their first semester. (SLD)

ED 457 743 HE 034 396

Wisan, Gail; Roy, Pallabi Guha; Pscherer, Charles P., Jr.
Time as a Dimension of the Digital Divide: Profiles over Time of Students Taking Online, Face-to-Face, or Mixed Delivery Classes at a Large Virtual University. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *College Students; Computer Literacy; *Course Selection (Students); Demography; *Distance Education; Geographic Distribution; Higher Education; Longitudinal Studies; Online Systems; Profiles; Sex

and findings of this initiative. It analyzes several of the critical issues facing research collaborations between industry and universities and offers suggestions to make these collaborations more effective. The Bayh-Dole Act of 1980 was passed to improve the transfer of university research to private companies capable of translating advances into new products and services for consumers. Research collaborations can offer direct benefits for university and company participants, but there are several barriers to collaboration, including practical considerations and the conflict of values. Of the many ingredients in successful negotiations between companies and universities, mutual trust is perhaps the most important. In addition, a balance must be found between the need of university researchers to share their findings and the need of companies to protect the value of their investments through confidentiality. Indirect costs are yet another issue that companies and universities must resolve. Appendixes list panel participants from the study of collaboration and provide tables of university research expenditures and licensing income tables. (SLD)

ED 457 766 HE 034 422

Oblinger, Diana G.; Barone, Carole A.; Hawkins, Brian L.
Distributed Education and Its Challenges: An Overview. Distributed Education: Challenges, Choices, and a New Environment.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 01
NOTE- 46p.; Also supported by Accenture and Compaq Corporation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Presidents; *Computer Mediated Communication; *Distance Education; *Higher Education

This paper is designed to provide college and university presidents with an overview of distance education, e-learning, or what is called "distributed learning," a term preferred here because "distance" is too restrictive a concept. This overview identifies significant issues associated with distributed education and suggests questions to help institutional leaders establish and validate their options. The paper considers these issues: (1) challenging assumptions about distributed learning; (2) student learning; (3) strategic goals; (4) intended audiences; (5) market size and growth of distance education; (6) governance and organization; (7) partnerships; (8) quality; (9) policies; (10) barriers; and (11) leadership challenges. Six appendixes provide supplemental information, including a comparison of target markets among selected providers and guidelines for distance education. Policies designed to remove the barriers to widespread adoption of distance education must come from all levels so that the many benefits of distributed education, particularly for students, can become available. (Contains 24 references.) (SLD)

ED 457 767 HE 034 423

Borden, Victor M. H.
Measuring Quality: Choosing among Surveys and Other Assessments of College Quality.
PUB DATE- 01
NOTE- 47p.; Written with Jody L. Zak Owens.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Horizons for Higher Education." (Contains 3 tables, 12 figures, 4 exhibits, and 293 references.) (SLD)

ED 457 788 HE 034 451

Gonzalez, Kenneth P.; Stoner, Carla; Jovel, Jennifer
Examining Opportunities for Latinas in Higher Education: Toward a College Opportunity Framework. ASHE Annual Meeting Paper.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 14-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Educational Attainment; *Equal Education; *Females; Higher Education; *Hispanic American Students; *Student Attitudes
IDENTIFIERS- *Latinas; Life History Method

Using life history methods, this study sought to produce a more adequate understanding of how Latinas acquire the opportunity to attend postsecondary institutions, especially 4-year universities. The examination focused on primary and secondary school experiences of two different groups of Latinas and how those experiences limited or expanded their opportunities to pursue postsecondary education. The first group of 12 students completed their K-12 schooling having acquired the opportunity to attend a prestigious 4-year university. The second group, 10 students, did not meet the requirements for admission into a 4-year university and began their postsecondary education at a community college. The findings suggest that exposure to or accumulation of high or low volumes of social capital or institutional neglect and abuse limited or expanded the students' perceived and actual opportunities for college. (Contains 1 figure and 22 references.) (Author/SLD)

ED 457 789 HE 034 453

Gottesman, Barbara; Villa, Celestine
Portfolio Assessment: A Collaboration Model to Tightly Couple Student Outcomes with Learning Experiences in the Graduate Program.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Assessment Conference of the American Association for Higher Education (Denver, CO, June 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; *Instructional Leadership; Masters Programs; Outcomes of Education; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS- San Jose State University CA

This paper describes the portfolio assessment system used in the master's degree program in educational leadership at San Jose State University, California. For the past 10 years students have demonstrated competence with a portfolio exhibition instead of written or oral comprehensive examinations. The five major concepts for the program reflect the faculty's best

1,245 credit courses with 29,145 enrollments to 2,135 courses with 53,194 enrollments. In 1997, one-way, pre-recorded video was the most popular mode of DL delivery, but in 1999-2000, the most popular modes were asynchronous online instruction (1,064 courses), one-way, prerecorded video (513 courses), and two-way interactive video and audition (362 curses). In 2000, 14 Maryland institutions offered 50 degree programs either primarily or entirely by distance learning. A digital divide has been identified between Maryland's higher education institutions. On one side are the institutions that have adopted DL enthusiastically, and on the other are institutions, generally the smaller community colleges, a few public universities, and most independent colleges, who have not invested in electronically mediated instruction. Study results suggest that much of the future growth in higher education enrollments will be in the use of information technologies to reach new markets, colleges, and universities that have not entered DL in a competitive way. The survey is attached. (Contains 87 tables.) (SLD)

ED 457 810 HE 034 481

Student Guide to Higher Education and Financial Aid in Maryland: 2002-2003 Academic Year.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Applicants; *Colleges; Federal Aid; Higher Education; *Institutional Characteristics; *Proprietary Schools; *State Aid; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Maryland

This guide is designed to help students choose the institution and course of study best suited to their plans. The guide contains information about more than 50 colleges and universities in Maryland, including a comprehensive list of private career schools approved by the Maryland Higher Education Commission. The first section of the guide contains brief profiles of higher education institutions in Maryland, indicating where they are, what they teach, how much they cost, what their admissions standards are, and other facts. "What To Study" outlines some of the academic programs available in Maryland and suggests some out-of-state options for the student who wants something else. Programs are grouped as: (1) bachelor's, graduate, and professional degree programs; (2) two-year associate programs; (3) occupational and technical career programs; and (4) statewide community college programs. The next two sections discuss the "academic Common Market," majors available in other states at Maryland in-state tuition rates, and military education programs. Military academies and private career schools are also described. The final section of the guide contains information on financial aid types, eligibility, and where to get more information about specific programs. (SLD)

ED 457 811 HE 034 482

For Adults...Beginning or Returning to Higher Education.
PUB DATE- 01

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Choice; *Demand Occupations; Education Work Relationship; Educational Attitudes; Educational Change; Educational Improvement; *Educational Needs; Employment Patterns; *Employment Projections; Employment Qualifications; Females; Job Skills; *Labor Force; Labor Needs; Males; Nontraditional Occupations; *Occupational Aspiration; Postsecondary Education; Secondary Education; *Sex Fairness; Teaching Methods; Womens Education

The three two-page briefs in this packet focus on the skills needed for America's workforce and student career aspirations. "What Do We Know about America's Workforce?" provides a statistical overview of the workforce and workers today, reporting the following: (1) the number of men and women in the labor force is about equal; (2) by the time their youngest child is 3 years old, at least 60 percent of mothers have entered or returned to the labor force, although many work part-time; (3) approximately 10 percent of workers are in nontraditional staffing arrangements such as independent contractors or temporary workers; and (4) median weekly earnings for full-time wage and salary workers in 1998 were $598 for men and $456 for women. "What Skills Are Needed for the Workforce?" paints a grim picture of the skills of high school graduates and offers 13 recommendations for improving curriculum and teaching so that students gain the skills they need in the workforce. "How Do Students' Career Aspirations Compare to Labor Market Realities?" reports that students' high career aspirations and educational plans far outstrip the number of college-graduate and professional jobs that will be needed when they graduate and recommends counseling students about developing occupational skills--above high-school level but less than a bachelor's degree--that will be most needed in the next 10 years. Each of the briefs includes reference lists. (KC)

ED 457 317 CE 080 770

Clark, Pat, Ed.
What Do We Know about Nontraditional Careers? and How Can We Effectively Recruit and Teach Nontraditional Students?
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 6p.; Supported by federal PL 101-392 funds.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Educational Attitudes; Educational Change; *Educational Improvement; Females; Guidelines; Integrated Curriculum; Males; Minority Groups; *Nontraditional Occupations; Nontraditional Students; Occupational Segregation; Postsecondary Education; School Holding Power; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; *Sex Role; Student Attitudes; *Student Recruitment; Teacher Attitudes; *Teaching Methods; Womens Education

The two two-page briefs in this packet focus on nontraditional careers and nontraditional students and how to recruit and teach nontraditional students. "What Do We Know about Nontraditional Careers?" notes that men and women still tend to work in careers that are traditional for their sex, although the numbers of men and women choosing nontraditional jobs are

Development (GED) program emphasizing transition options; (6) an adult high school; (7) a family literacy program; (8) a workplace literacy program; (9) a comprehensive adult education program for adults entering/reentering the job market, in- and out-of-school youths, and parents seeking to enhance their parenting and literacy skills; and (10) a regional adult learning center. Each program was profiled in a project overview containing descriptions of promising practices and special features, contact information, and a biographic sketch of a successful program graduate. (MN)

ED 457 333 CE 082 333

Thirtle, Michael R.
Educational Benefits and Officer-Commissioning Opportunities Available to U.S. Military Servicemembers.
SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.
PUB DATE- 01
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Armed Forces; College Bound Students; College Students; Comparative Analysis; *Educational Benefits; Educational Finance; Educational Mobility; Educational Opportunities; Enrollment Influences; *Fringe Benefits; Graduate Study; High Schools; Literature Reviews; Loan Repayment; *Military Personnel; Military Service; Military Training; Policy Formation; Postsecondary Education; *Promotion (Occupational); Public Policy; *Recruitment; Role of Education; Student Financial Aid; Student Loan Programs; Tuition Grants; Veterans; Veterans Education
IDENTIFIERS- Army; G I Bill; Marine Corps; Military Occupations; *Military Recruitment; Navy; Officer Candidate School; Reserve Officers Training Corps

The educational benefits and officer-commissioning opportunities available to U.S. military service members were reviewed to identify ways of attracting college-eligible youth into the military. Data were collected through a review of published directives and reports, interviews with personnel within the military services, a review of historical information, and Internet research. The study focused on the following topics: (1) ways to join the active-duty military; (2) officer accession methods across the military services; (3) ways military personnel pursue voluntary education; (4) military sources for funding postsecondary education; and (5) the role of education in the military promotion process. The following were among the major conclusions drawn from the review: (1) the three primary sources of commissioned officers in the U.S. military are the federal service academies, the Reserve Officer Training Corps and Officer Training/Candidate School; (2) although enlisted personnel have several methods for earning officer commissions, the number of slots for the available programs is limited; (3) many opportunities exist for active-duty military personnel to further their civilian education; and (4) the importance of advanced education in the military promotion process is not transparent. (Thirty-four tables/figures are included. A brief description of the U.S. military is appended. Contains 59 references.) (MN)

ED 457 334 CE 082 334

not only to an entitlement of years of education. (Contains 73 references.) (YLB)

ED 457 350 CE 082 362

Kerka, Sandra
Youth Councils and Career Development. Trends and Issues Alert No. 27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Development; Career Education; *Education Work Relationship; Educationally Disadvantaged; Federal Legislation; *High Risk Students; *Individual Development; Leadership Training; Low Income Groups; Postsecondary Education; Potential Dropouts; Secondary Education; Self Destructive Behavior; Service Learning; Services; Work Experience Programs; *Youth Programs
IDENTIFIERS- *Workforce Investment Act 1998; Workforce Investment Boards; *Youth Councils

The Workforce Investment Act of 1998 (WIA) requires Workforce Investment Boards (WIBs) to establish Youth Councils as a subgroup focused on low-income youth at risk, ages 14-21, who face barriers to school completion. Youth Councils present an opportunity to develop a comprehensive employment and training system. The WIA's vision of a comprehensive system has 10 essential elements that contribute to life/career development, including work experience, leadership development, counseling and support of caring adults and peers, meaningful connections to education and employment, community service, and sustained follow-up support. The challenge for Youth Councils is not to continue existing patterns of resource allocation, but to seize the opportunity to help youth at risk avoid self-destructive behaviors, develop skills, and build personal and professional support systems for their future careers. (Contains 19 resources that provide guidance for establishing Youth Councils and developing programs.) (YLB)

ED 457 351 CE 082 363

Imel, Susan
Adult Education for Native Americans. Trends and Issues Alert No. 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; *Adult Education; *American Indian Culture; *American Indian Education; American Indian Languages; American Indian Studies; *American Indians; Cognitive Style; *Culturally Relevant Education; Educational Methods; Educational Research; Educational Theories; Independent Study; Personal Narratives; Postsecondary Education; Research

Moran, Joseph J.
Assessing Adult Learning: A Guide for Practitioners. Revised Edition. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 01
NOTE- 187p.; For the 1997 edition, see ED 401 404.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adult Basic Education; Adult Education; *Adult Learning; Adult Students; Colleges; Community Education; Criterion Referenced Tests; Cultural Pluralism; Definitions; Educational Environment; Equivalency Tests; Ethics; Evaluation Methods; *Evaluation Problems; Evaluation Utilization; Grading; Graduate Study; Guidelines; High School Equivalency Programs; Holistic Approach; *Informal Assessment; Instructional Material Evaluation; Learning Activities; Measurement Techniques; Norm Referenced Tests; *Performance Based Assessment; Portfolio Assessment; Postsecondary Education; Professional Development; Program Evaluation; Scores;
IDENTIFIERS- General Educational Development Tests

This book, which is intended for adult educators and human resource developers, presents guidelines for assessing adult learning. The following are among the topics covered in the book's eight chapters: (1) basic principles of informal assessment (relationship between learning and assessment activities; sequencing learning and assessment activities; basic assessment objectives; assessment principles); (2) assessing the learning process (structuring assessments; selecting assessment techniques; assessing learning behaviors; assessing learning progress); (3) designing relevant tests; (4) making the most of test results (scoring tests; making interpretations about individual learners; grading; identifying skill deficiencies; assessing learning activities; assessing tests; looking beyond traditional tests); (5) achieving authenticity in performance assessments (principles of performance assessments; deciding when to use performance assessments; performance assessment characteristics; measurement instruments; developing assessment instruments; assessing performance assessment programs); (6) mastering performance portfolios (organizing portfolio assessment; effects of learner control; grading portfolios; self-directed portfolios; addressing specific situations); (7) applying assessment strategies (assessment in adult basic education, General Educational Development programs, the workplace, community education, and higher education); and (8) current and continuing issues (coherence among assessment activities; dealing with multiculturalism and diversity; promoting professional development among educators; and maintaining ethical practices). Seventeen figures are included. (Contains 33 references.) (MN)

ED 457 369 CE 082 408

Saltiel, Iris M.; Russo, Charline S.
Cohort Programming and Learning: Improving Educational Experiences for Adult Learners. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 01

outcomes); (3) personalized learning through small learning communities (focusing on students and student work, creating a collaborative professional culture); (4) extending learning beyond the classroom (enhancing the rigor of work-based learning, connecting classrooms and the world of work); (5) structuring a safe passage to adulthood (committing to student outcomes, competency-based assessment and outcomes); (6) using data to guide reform (using data to guide school-based action planning, evidence-based change in the classroom); and (7) visiting schools that have earned a reputation for having successfully implemented reforms and can thus serve as design studios. An overview of the New American High School Initiative is appended. (MN)

ED 457 385   CE 082 428

Employer Intermediaries: A Briefing Paper and Profiles .
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 30p.; Briefing paper and case studies prepared for the "The Employer Workforce Development Initiative: Partnering with Communities to Create a Workforce for the New Millennium" Planning Conference (May 18-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Community Colleges; Decision Making; Definitions; Delivery Systems; Economic Change; Education Work Relationship; Employers; Employment Practices; Employment Services; Financial Support; Job Placement; *Labor Force Development; Labor Market; Labor Needs; *Labor Turnover; *Linking Agents; Nonprofit Organizations; *Organizational Development; *Organizational Effectiveness; Organizational Objectives; Organizations (Groups); Outreach Programs; Partnerships in Education; Planning; Private Sector; Professional Associations; Public Sector; *Recruitment; School Business Relationship; Strategic Planning; Two Year Colleges
IDENTIFIERS- Employer Role; *Intermediaries; Private Industry Councils

In the late 1990s, many employers were facing short-term and longer-term human resource challenges. Those challenges have prompted many employers to pursue new strategies for finding and retaining qualified employers. Intermediary organizations have emerged as a valuable resource for helping employers find and keep qualified workers. Whatever their institutional form and whether they are in the private, public, or nonprofit sector, employer intermediaries perform one of or more of the following general functions: (1) organizing and representing employers (they can bring employers together to aggregate and represent their interests in work force developing planning and policy); (2) brokering (they can serve as a broker between employers and local players in work force development, including educational institutions, social service agencies, and community-based organizations); and (3) delivering services (they can deliver services directly to employers and their work force, often serving a particular target population). Nine employer intermediaries performing one or more of these functions have been identified and profiled. The following are among the six challenges and opportunities that emerged from the profiles: targeting priority clients among segments of the employer community; conducting effective outreach to other employer and community institutions; matching organizational capacity to proposed activities; and gearing funding strategies

PUB DATE- 01
NOTE- 6p.; Produced by iTEE, Information Technology Education Center, in Partnership with Lions World Services for the Blind.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Certification; Communication Aids (for Disabled); *Computer Networks; *Computer Science Education; Course Content; Information Technology; Internship Programs; Job Training; Partnerships in Education; Postsecondary Education; Special Education; Special Needs Students; Systems Development; *Technical Institutes; *Technical Occupations; *Visual Impairments
IDENTIFIERS- *Computer Occupations; Network Management

A new program to train blind and visually impaired individuals to design and run a computer network has been developed. The program offers the Microsoft Certified Systems Engineer (MCSE) training. The program, which began in February 2001, recently graduated its first class of students, who are currently completing 1-month internships to complete their 9-month program. A second class began in August 2001, and recruiting for a class scheduled for February 2002 is under way. Beginning with the February 2002 class, the 1-month internship will be extended to 2 months. In the program, visually impaired students study the same curriculum as students without sight impairments. The only difference is that visually impaired students use adaptive software to help them access their computers and custom-designed tactile devices to comprehend network diagraming. Blind students use a program known as JAWS, which reads the screen to the user. Computer-integrated print magnifiers enable students to magnify textbooks and handouts while still looking at their computer screen. Upon completing the course, students are able to perform various skills related to designing and operating a computer network, including installing, configuring, and upgrading various versions of the Windows operating system and creating and managing user accounts. (MN)

ED 457 403 CE 082 466

Ready, Allan; Kauffman, Ricky; Bogle, Jerry
Diesel Technology: Electrical and Electronic Systems. Teacher Edition and Student Edition.
PUB DATE- 01
NOTE- 1387p.; Project coordinated by Glenn Fleming. For related Diesel Technology documents, see ED 434 237, ED 449 373, and ED 456 222.
LANGUAGE- English
EDRS Price- MF11 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Auto Mechanics; Basic Skills; Behavioral Objectives; Competence; *Competency Based Education; Definitions; *Diesel Engines; Education Work Relationship; Electric Circuits; *Electrical Systems; Electronics; Employment Qualifications; Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Evaluation Methods; Guidelines; Information Systems; Instructional Materials; Learning Activities; Lesson Plans; Measurement Equipment; *National Standards; Power Technology; Secondary Education; Skill Development; Skilled Occupations; Student Evaluation; Teaching

reliable and appropriate for use with older adults. It found that compassion for others seems to be most important to older adults, while connection to a larger life context seems to be most important for middle-aged adults. Women scored significantly higher on the HSS than did men. An appendix contains the survey instrument. (Contains 18 references.) (ADT)

ED 457 420 CG 029 827

Lewis, Mary Miller
The Utility of Existential Therapy with Older Adults.
PUB DATE- 00
NOTE- 19p.; Poster presented at the Annual Conference of the American Counseling Association (Washington, DC, March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Counseling Techniques; *Counselor Training; Death; *Existentialism; Life Events; *Mental Health; *Older Adults; *Therapy
IDENTIFIERS- Life Meaning; *Meaningfulness

Older adults, defined as those aged 65 or older, are rapidly becoming the largest group of individuals in the United States. As this population steadily increases, so will the demand for adequate and appropriate mental health care. Counselors need to be prepared to meet this increasing demand by understanding efficacious ways to conceptualize and intervene with older adults. Existential theory and therapy is one tool to conceptualize older adults in counseling and is uniquely suited for therapy with older adults by its direct focus on late-life issues such as death and meaningfulness. This paper provides a brief overview of the existential theory, followed by a discussion of how to meet the mental health needs of older adults by utilizing existential techniques. Two therapy cases are presented as preliminary evidence that existential therapy can be useful with older adults. The limitations of this approach are also discussed. (Contains 14 references.) (Author/GCP)

ED 457 421 CG 030 603

Ungerleider, Steven, Ed.
Prevention Researcher, 2001.
PUB DATE- 01
NOTE- 82p.; Published quarterly with an annual supplement.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *At Risk Persons; Elementary Secondary Education; Homeless People; Homosexuality; *Mental Health; *Prevention; Public Health; Racial Identification; Self Injurious Behavior; Smoking; Social Influences; Tobacco

The issues of this quarterly publication and year end supplement contain professional articles on topics that concern at risk youth and emphasize preventive measures. Number 1 highlights the challenges facing gay, lesbian, and bisexual youth in schools. Many schools have nothing in their curricula to help provide an understanding of these issues due to the politics and cultural misunderstandings of sexual identity. Number 2 focuses on teenage tobacco use, an important public health concern. It contains an overview of the prevention strategies

Image Perceptions among Undergraduate Students.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Attitude Change; *Body Image; College Students; Failure; Higher Education; *Self Concept; Self Esteem; *Sex Differences; Student Attitudes

College students confront a variety of challenges on a daily basis. Living up to the standards prescribed by the media and other social groups leaves some students feeling distraught and many feeling vulnerable. Feelings of failure and self-loathing often lead college students to become preoccupied with their self-image and actions, motivating them to make physical and psychological changes throughout their college years. Such self-examination sometimes results in bad choices. The current study examined body image satisfaction and perceptions among college students. Findings imply that both genders are socialized to judge their bodies according to a standard set by the media and society. It appears that females judge themselves more harshly against these standards than males do. Because of the numerous social activities that students report avoiding due to self-consciousness, it seems that society indirectly limits many individuals' freedom to enjoy life by promoting physical expectations they fail to meet. Understanding the problems faced by students can help in guiding their selection of appropriate adaptive responses. For this reason, it is important to address some of the challenges they face. (Contains 18 tables and 18 references.) (ADT)

ED 457 445 CG 031 212

Hinbest, Jerry
Youth Suicide Prevention in British Columbia: "Putting Best Practices into Action." Evaluation Report.
SPONS. AGENCY- British Columbia Ministry of Children and Family Development, Victoria.; British Columbia Univ., Vancouver. Suicide Prevention Information & Resource Centre.
PUB DATE- 01
NOTE- 85p.; Ministry of Children and Family Development formerly Ministry for Children and Families.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Community Cooperation; Community Programs; Demonstration Programs; Foreign Countries; Health Programs; *Mental Health; Peer Counseling; Prevention; Public Health; Suicide
IDENTIFIERS- British Columbia; *Suicide Prevention

Between 1999 and 2000, 7 British Columbia communities participated as demonstration sites for suicide prevention initiatives. The goal was to identify planning and communication requirements, local leadership characteristics, community level partnerships, and infrastructure needs that best facilitate a comprehensive and community-wide approach to youth suicide prevention. this project also sought to help communities begin the process of applying best practices and to undertake research that could improve the understanding of what worked in their community. The best practice strategies included skill building, peer helping, youth participation, suicide awareness education, school and community gatekeeper training, system wide protocols, and community development. One of the most important findings within the communities was the were potential problems. It cautions school officials from relying on survey data alone in dealing with bullying behavior. Included is a list from the Department of Education on early warning signs that student violence could occur. Appendix A lists Factors and Corresponding Behaviors. (Contains 11 references.) (JDM)

ED 457 467 CG 031 241

Sgandurra, Carolyn A.; Fish, Marian C.
The Social-Emotional Development of Siblings of Children with Disabilities.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Attitude Measures; *Attitudes toward Disabilities; *Disabilities; Emotional Adjustment; *Family Relationship; Interpersonal Communication; Measures (Individuals); Nuclear Family; Self Concept; *Sibling Relationship; Siblings; Social Adjustment

This paper investigates the mediational effects of family functioning on the socioemotional adjustment of non-disabled siblings of children with developmental disabilities. Families who participated were placed into two groups, those raising a child with developmental disabilities and those raising a child with typical development, with 28 families per group. Parents and siblings from both groups completed several measurement scales. The results indicated that families of children with and without developmental disabilities showed similar family functioning and siblings showed similar anxieties and scored the same on self concept measures. Family problem solving communication significantly predicted siblings' adjustment, and the presence of a child with a disability in the family significantly predicted lower self concept for siblings of children with developmental disabilities. Findings provide support for programs that facilitate effective family problem solving communication. (Contains 5 tables and 10 references.) (JDM)

ED 457 468 CG 031 242

Beamish, Patricia M.
The Use of DSM-IV in Family Counseling: Ethical Considerations.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; *Clinical Diagnosis; Counseling Effectiveness; Counselors; Ethics; *Family Counseling; Theory Practice Relationship
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders

This paper describes the ethical dilemmas encountered by family counselors using the Diagnostic Statistical Manual of Mental Disorders IV (DSM). Numerous authors have emphasized that the DSM system does not contribute in an effective or efficient manner in the conduct of family therapy. The ethical issues of misrepresentation; trust; malfeasance; and confidentiality are participated in this study. The data confirmed the hypotheses. Intrinsic religion predicted belief in the immorality of homosexuality, but was not significantly correlated with any other measure of internalized homophobia. Although intrinsic religion predicted self reported conflict between religious identity and sexual identity, belief in the immorality of homosexuality entirely mediated this effect. Homophobic content of childhood and adolescent religious socialization messages predicted anti-religious attitudes, but intrinsic religious mitigated against this effect. Although homophobic religious socialization messages put sexual minority youth at risk for higher levels of internalized homophobia, an intrinsically motivated religious commitment works simultaneously as a protective factor, buffering youth against some of the negative consequences of internalized homophobia. (Contains 24 references.) (JDM)

ED 457 489 CG 031 270

Erwin, Terry McVannel
Scholarship and Counseling: A Perfect Marriage?
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Training; Elementary Secondary Education; Higher Education; Individual Characteristics; Mission Statements; Professional Development; *Role; *Scholarship; School Counseling; *School Counselors; Student College Relationship

Just as couples must find ways of celebrating their individual talents within their union, so must counseling find ways of defining the marriage of counseling and scholarship while supporting the diverse talents of each counselor. This paper explores the broad context of scholarship in ways that celebrates individual talents and moves towards a definition of the profession that sets it apart from other helping professions. It suggests that one way to find the perfect blend between scholarship and counselor education is to establish a working mission statement that is accepting, inclusive, and encourages faculty and student growth. This paper serves as a means to open dialogue on the changing facets of the school counselor's professional role. (Author)

ED 457 490 CG 031 271

Mensinger, Janell
Gender and Body Concerns in Adolescent Females: Single Sex and Coeducational School Environments.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; Body Image; *Coeducation; Eating Disorders; Elementary Secondary Education; *Females; Focus Groups; Gender Issues; *Role Conflict; *Sexual Identity; *Single Sex Schools; Socialization

This paper involves focus group research with adolescent women

Asian American Career Development. The results of correlations and path analysis point to the role of acculturation in influencing career self efficacy, vocational interests, and career choices. The findings support the hypothesis that higher acculturation leads people to have higher self-efficacy and vocational interests in non-stereotypical roles; and that it also leads people to finally choose a non-stereotypical career choice. It is important for counselors to recognize the context in which Asian American's develop their interests, values, and self-efficacy in relation to careers, and to be aware of their acculturation level in order to provide effective counseling in career decision making. Helping clients understand their environment and the interaction of the traditional career assessment indices is strongly encouraged. (Contains 46 references.) (JDM)

ED 457 512 CG 031 300

O'Hagan, Mary
Recovery Competencies for New Zealand Mental Health Workers.
PUB DATE- 01
NOTE- 97p.; Produced by the New Zealand Mental Health Commission, Wellington.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Training; Curriculum Guides; Foreign Countries; Government Publications; *Mental Disorders; *Mental Health Workers; National Standards; Outcomes of Treatment; Theory Practice Relationship
IDENTIFIERS- New Zealand

This book contains a detailed report of the recovery principles set out in the Mental Health Commission's Blueprint for Mental Health Services in New Zealand. The competencies, endorsed by the New Zealand government, describe what mental health workers need to know about using the recovery approach in their work with people with mental illness. The information provides educators with guidance on the inclusion of recovery content in the courses they run for mental health workers. It presents the philosophical foundation of the recovery approach followed by a description of how the competencies were developed. The major categories of the recovery competencies are explained in Section A; Section B provides examples of the categories and subcategories; and Section C presents resources for each sub-category. Several web sites are listed for additional information. (Contains 207 references.) (JDM)

ED 457 513 CG 031 305

te Riele, Kitty
"The Best Thing I've Ever Done": Second Chance Education for Early School Leavers.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Dropouts; Educational Innovation; Foreign Countries; *High School Students; High Schools; *Outcomes of Education; School Holding Power; Student Attitudes

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *School Effectiveness
IDENTIFIERS- *Educational Indicators; ERIC Digests

Educators use informal theories and assumptions to guide their actions, yet often fail to evaluate these beliefs. This digest examines the nature and purpose of educational-indicator systems and discusses the design of report cards by which schools can inform the public of their performance. An indicator is any statistic that casts light on the conditions and performance of schools, some of which are teacher turnover, student mobility, and financial resources. Indicators play a central role in accountability systems by focusing attention on results, especially the school's performance on standards-driven assessments. Although indicators hold out the promise of improved decision-making, they can also be abused. Indiscriminate data collection, data misinterpretation, and overreliance on data can wreak havoc on a school's accountability system. Designing effective school report cards poses a considerable challenge because parents and taxpayers may have different ideas than do policymakers. The Annenberg Institute for School Reform has designed a six-part "inquiry cycle" that uses indicators effectively. Tracking and reporting selected indicators will satisfy minimum requirements of accountability, but significant improvement will come only when the data are used systematically and intelligently. (Contains 13 references.) (RT)

ED 457 537 EA 031 152

Wastiau-Schluter, Patricia
Twenty Years Promoting Better Understanding of Education Systems.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 94p.; Published in French as "Vingt annees au service d'une meilleure comprehension des systemes educatifs." Also published in German. English language editor was Brian Frost-Smith.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Educational Development; Educational Trends; Elementary Secondary Education; Foreign Countries; *Information Dissemination; *Information Management; Information Needs; *Information Networks; Information Processing; Information Retrieval; *Information Services; *Information Sources; Postsecondary Education; *Referral

This report describes the Eurydice European information network on education systems. Started in 1980, Eurydice has grown to meet the needs of Europe's constantly evolving educational needs as it produces and dispenses reliable information that supports thinking and discussion about education within the European Community. Contents include discussion of Eurydice's expertise regarding informing policymaking and public debate, action on behalf of many different policymakers, observing the education systems of 11 countries, developing a special kind of knowledge whose authority is based on academic principles, making the most of its output, and cooperation with other partners. Other topics include how Eurydice as a European unit adjusted to the needs of close cooperation with national units, how it started as a documentary information network, its move

*School Demography; Statistical Data; Tables (Data)
IDENTIFIERS- National Center for Education Statistics

This report on the private school universe presents data on schools with grades K-12 by school size, school level, religious orientation, geographical region, community type, and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity, gender, and grade level. Three figures and twenty-two tables present data by private-school typology, religious orientation, and association membership. Each of the primary divisions (Catholic, other religious, and nonsectarian) is subdivided into three additional categories: "Catholic" into parochial, diocesan, and private order; "other religious" into conservative Christian, affiliated with a national denomination or other religious school association, and unaffiliated; and "nonsectarian" into regular program, special emphasis, and special education. The survey design is described in the Technical Notes section. Selected results show that the South had the most private schools, private school students, and teachers, and the West the fewest of all three. Appendix A contains standard-error tables; Appendix B, values and standard-error tables for Kindergarten-terminal schools; Appendix C, item response-rate tables; and Appendix D, the Private School Survey Questionnaire, 1999-2000. (RT)

ED 457 556 EA 031 283

Ross, Marie Ducote; Growe, Roslin
Private School Administration: A New Challenge for Graduate Training Programs.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Administrators; Elementary Secondary Education; Higher Education; *Principals; *Private Schools; *School Administration

Although the majority of school administrators in the United States are employed by their states, a growing number are needed to run institutions in the private sector. As demand for private- and parochial-school education increases, so too will demand for those trained to run them. Universities ignore differences between public- and private-school administration and teach only to those destined for public-school service. This article explores the inherent differences between public and private schools and asserts that private-school administrators are faced with unique challenges that differ significantly from their public counterparts and for which they have had no preservice training. A few differences include the private-school principal having greater authority over school activities, greater control over hiring and firing of teachers, and jurisdiction over the entire school budget for every aspect of the school's function. It is suggested that universities begin considering alternatives to cookie-cutter training programs and offer more appropriate opportunities for the aspiring private-school administrator, such as courses that explore school and community relations, business finance rather than school finance, and law for private schools. (Contains 15 references.) (RT)

ED 457 557 EA 031 284

responsibility and local control. Its purpose is to analyze the evolving balance between state responsibility for funding K-12 education and local autonomy in operating these schools. The goals of this analysis are twofold; the book seeks to characterize how this relationship has changed, both in terms of the policy initiatives undertaken and the resources committed. The book undertakes to explain why the intersection between the states' role and local prerogative has shifted so rapidly in the last 2 decades. Any full understanding of K-12 resource allocation must include a detailed knowledge of what is happening to state and local relationships and how these new arrangements influence the evolving balance between state responsibility and local autonomy. The introduction sets out the central themes around the interplay between local control and state activism. The taxonomy of state activism developed in the introduction provides one way to characterize forms of state activism on the basis of both the fundamental social values they reflect and the approach used to implement them. Other sections examine the philosophical, historical, legal, and political forces that have been responsible for the shift from local to state initiative. Chapters include an examination of the tension between the competing ideals of liberty and equality as it has played out in the courts, an exploration of the broad national and international institutional forces influencing recent state activism, and an examination of locally controlled revenue sources. (Contains 56 references.) (DFR)

ED 457 576   EA 031 327

Hatchman, Joann Aiello; Rolland, Charla
Students' Voices about Schooling: What Works for Them--Its Implications to School Reform.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Partial research support provided by a mini-grant funded by the Office of Research and Sponsored Programs, California State University, Hayward.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Curriculum Enrichment; Educational Change; *Educational Environment; Educational Innovation; *Educational Quality; Elementary Secondary Education; Learning Experience; Learning Strategies; Public Schools; Student Behavior; *Student Experience; Student School Relationship

This study reflects on children's voices when they are motivated, engaged, and learning in school. It consists of hearing what they have to say about what works for them and their positive school experiences rather than those told by adults. Adults who make policy are missing important information about the student curriculum they write. They are missing practices that help students learn best, and about how to deliver those practices. Through children's voices, educators can hear how they could fill in this missing information and become more effective in their work. To gain this missing piece, student voice, students from elementary, middle, and high schools were interviewed individually or in focus groups. The report argues that it is time adults listened, heard, and acted on these student voices to transform schools into positive environments in which

Buffie); (5) "The High-Performing Educational Manager" (William E. Webster); (6) "Teacher Leadership: A Failure to Conceptualize" (Michael Fullan); (7) "Empowering Teachers as Learners and Leaders" (Mary Hatwood Futrell); (8) "Two Afternoons on the Job" (Mary Patterson McPherson); and (9) "Leaders on Leadership" (Donald Robinson). (RT)

ED 457 595 EA 031 356

Brown, Kathleen M.; Anfara, Vincent A., Jr.; Hartman, Kimberly J.; Mahar, Robert J.; Mills, Rebecca
Professional Development of Middle Level Principals: Pushing the Reform Forward.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Funding for interview transcripts was provided through a Grant-in-Aid of Research from Temple University, Office of the Vice-Provost for Faculty.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Middle Schools; *Principals; Professional Continuing Education; *Professional Development

Although middle-level school principals are essential to current school reform, their professional development is one of its most neglected aspects. Research, literature, and support in this area are scarce and poorly coordinated. This paper reports on research done to create a conceptual framework within which characteristics for effective professional development could be identified. Some characteristics are that development should be directed toward local school needs; should involve participants in program planning, implementation, and evaluation; should put the principal into the role of learner; and should involve mentoring of principals in their school settings. Data collection was done using surveys and semistructured interviews with 175 middle-level principals. Central questions included: What do they now want and need to learn? Where do they want to learn it? and How will they learn it best? Results show that professional development for middle-level principals should be based on their expressed needs; should involve them in the planning, implementing, and evaluation of such activities; should take place in a supportive cohort structure; should be long-term and backed by time, money, and resources from the district; and should be conducted by competent presenters who utilize adult-learning processes in addressing practical issues. (Contains 47 references.) (RT)

ED 457 596 EA 031 357

Bogotch, Ira E.
Emerging Trends in Teaching and Learning Educational Leadership.
PUB DATE- 01
NOTE- 28p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Change; *Educational Research; Elementary Secondary Education; Higher

NOTE- 28p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (124th, Washington, DC, May 30-June 3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Foster Care; Adults; Behavior Change; Case Studies; Community Programs; *Family Environment; *Foster Family; *Health Promotion; Independent Living; *Mental Retardation; Physical Fitness; *Program Effectiveness; Social Services
IDENTIFIERS- *Wyoming

This report describes the outcomes of a Wyoming program that provides host families for individuals with developmental disabilities. Host families work with certified Medicaid providers of home and community-based services for people with developmental disabilities and provide residential habilitation to an adult who is accepted as a member of their family. The first part of the report discusses findings from a study involving 13 adults with mental retardation who were in host families for 9 to 11 months. Results from the study indicate there was a positive change in the individuals when they lived with host families compared to the same individuals while they lived in an institution or at the beginning of their placement with a regional service provider. Incident reports of inappropriate behavior decreased significantly in eight individuals who had had maladaptive behaviors. All 13 individuals maintained or improved their health status, including 3 individuals who lost an average of 42 pounds. Two individuals have been able to slightly decrease psychotropic medications since their move to a host family. The second part of the report presents case studies of four participants who have lived in a host family and have made exceptional gains. (Contains 16 references.) (CR)

ED 457 614 EC 308 620

Holderegger, John; Fortune, Jon; Fortune, Barbara
Bridging the Gap: Telehealth in Profoundly Rural America.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual World Congress of the International Association for Scientific Study of Intellectual Disabilities (11th, Seattle, WA, August 1-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior Disorders; Community Programs; *Consultation Programs; Early Intervention; *Mental Retardation; Multiple Disabilities; Paraprofessional Personnel; *Psychological Services; Rural Areas; *Teleconferencing; *Training Methods
IDENTIFIERS- *Wyoming

This report describes the activities and outcomes of a pioneering Telehealth project in which clinical psychologists use state of the art satellite technology to consult with paraprofessionals who live and provide treatment settings to persons with the dual diagnosis of developmental disabilities and mental illnesses. The goal is to provide early intervention to individuals who have psychiatric and behavioral troubles before they escalate to the level of needing acute hospitalization. The project began with support for 56 people who had lived an average of 14 years in the Wyoming State Hospital. This 5-year

*Cultural Differences; *Culture Conflict; *Disabilities; Elementary Secondary Education; *Family School Relationship; *Parent Teacher Cooperation; Preschool Education; Self Evaluation (Individuals)

This digest discusses the problems that service providers and family members from different cultural backgrounds may encounter when planning for students with disabilities. It begins by identifying the following assumptions that underlie a clinical perspective of disability: disability is a physical phenomenon, disability is an individual phenomenon, disability is a chronic illness, and disability requires remediation or fixing. It then presents a cultural reciprocity process in which service providers develop their own cultural self-awareness in order to recognize the cultural underpinning of their professional practices. The steps of the process are described and include: (1) identify the cultural values in your interpretation of a student's difficulties or in the recommendation for service; (2) find out whether the family members being served recognize and value your assumptions, and if not, how their views differ from yours; (3) acknowledge and give explicit respect to any cultural differences identified, and explain the cultural basis of your assumptions; and (4) through discussion and collaboration, set about determining the most effective way of adapting your professional interpretations or recommendations to the value system of the family. The digest closes with identifying the cultural assumptions underlying the Individuals with Disabilities Education Act, including individualism, choice, and equity. (CR)

ED 457 634 EC 308 644

Lingenfelter, Jennifer E.
Review of the Literature Regarding the Efficacy of Neurofeedback in the Treatment of Attention Deficit Hyperactivity Disorder.
PUB DATE- 01
NOTE- 155p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; Adolescents; Adults; *Attention Deficit Disorders; *Behavior Modification; *Biofeedback; Case Studies; Children; Cognitive Development; Hyperactivity; Hypnosis; *Outcomes of Treatment; Program Effectiveness; *Relaxation Training; Self Control

This document presents a review of the most recent literature regarding the efficacy of electroencephalographic biofeedback, more commonly known as neurofeedback, in the treatment of attention deficit hyperactivity disorder (ADHD). The studies reviewed indicated that neurofeedback can be a successful component of treating attentional deficits and can potentially enhance IQ scores, academic improvement, pro-social behaviors, and decrease behavioral and cognitive difficulties typically associated with ADHD. Standard treatment with neurofeedback can take anywhere from 20-80 sessions or more depending on the individual. The review also incorporates a new trend in the literature to add an adjunctive procedure known as Instantaneous Neuronal Activation Procedure (INAP), a form of active alert hypnosis. The subset of studies reviewed that combine INAP with neurofeedback provide evidence in support of successful treatment of ADHD at a greatly accelerated pace. The literature review also considers this new technique and the subsequent implications for treatment. The paper concludes that while the studies did not prove conclusively that neurofeedback is guaranteed to remediate all of a child's or adult's

ED 457 653 EC 308 665

Harwell, Joan M.
Complete Learning Disabilities Handbook: Ready-To-Use Strategies & Activities for Teaching Students with Learning Disabilities. New Second Edition.
PUB DATE- 01
NOTE- 400p.; Produced by the Center for Applied Research in Education, Paramus, NJ.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disability Identification; Elementary Secondary Education; Evaluation Methods; Family Role; *Intervention; *Learning Disabilities; Mathematics; Reading; *Remedial Instruction; *Student Evaluation; *Teaching Methods; Theory Practice Relationship

The 16 chapters of this comprehensive guide to teaching students with learning disabilities cover the following topics: (1) an overview of the field of learning disabilities (characteristics, causes, prevalence, prognosis, and resources); (2) research in the field of learning disabilities (how the brain works, how children learn); (3) relevant laws concerning school, parent, and student rights and responsibilities; (4) early childhood education for at-risk students (the process used to identify very young at-risk children and the services they need); (5) the Student Study Team process; (6) formal assessment and identification of students with learning disabilities; (7) identification and planning for the student with learning disabilities (the role of various professionals in the assessment and planning phases); (8) classroom management for teachers; (9) academic management considerations (what to teach, elements of effective lesson design, scheduling issues, and student motivation); (10) interventions for specific problems; (11) reading and the student with learning disabilities; (12) writing, spelling, and speaking; (13) teaching mathematically challenged students; (14) adolescents and adults with learning disabilities; (15) the role of the family, which includes materials for counselors to give to family members; and (16) education in the new millennium, which explores changes in present day policy and practices that might benefit individuals who are learning disabled. (Contains approximately 100 references.) (DB)

ED 457 654 EC 308 666

Greenbaum, Judith; Markel, Geraldine
Helping Adolescents with ADHD & Learning Disabilities: Ready-To-Use Tips, Techniques, and Checklists for School Success.
PUB DATE- 01
NOTE- 320p.; Illustrations by Alice Beresin. Produced by the Center for Applied Research in Education, Paramus, NJ.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Change; Case Studies; Compliance (Legal); Content Area Reading; Drug

Elementary Secondary Education; Fuels; Higher Education; *Operating Expenses; *Personnel Management; Public Schools; School Maintenance; Unit Costs

This report presents comparative data on facility management costs and staffing based on responses from 193 U.S. postsecondary educational facilities and K-12 institutions during 1997-98. It also lists data from both private and public institutions. Section 1 contains general data on the survey response tally and institutional profiles listed by funding type, Carnegie classification, region, and student enrollment ranges. Section 2 lists comparative data for institutional costs and staffing levels, including costs for facility operations, in-house labor, and utilities. Section 3 compares personnel data and costs, including position salaries, average annual position staffing, percent unionized, and personnel data and costs by institution series. Section 4 lists energy/utility costs and consumption, including mean electric, natural gas, fuel oil, coal, steam, and chilled water usage. The appendix contains an alphabetical list of institutions, institutions by state, and the 1997-98 Comparative Costs and Staffing Survey for Campus Facilities. (GR)

ED 457 677 EF 006 007

Glazner, Steve, Ed.
Comparative Costs and Staffing Report for Educational Facilities, 1999-2000.
PUB DATE- 01
NOTE- 218p.; For the 1993-1994 report, see EF 006 004. For the 1997-1998 report, see EF 006 006.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Employees; *Higher Education; *Operating Expenses; *Personnel Management; Public Colleges

This report presents U.S. comparative data, collected during the last quarter of 2000 from 248 educational institutions, on facility operating costs, including general information and profiles about the participating institutions. The report provides operating cost ratios for eight common functions performed in educational facilities, including comparative data for in-house labor and total utilities costs. Additionally, the report presents data on operating costs as well as staffing, salary, and union representation information. Appendices contain lists of the participating institutions, institutions categorized by state and province, and the 1999-2000 Comparative Costs and Staffing Survey for Educational Facilities. (GR)

ED 457 678 EF 006 008

Facilities Guidelines for Fine Arts Programs.
PUB DATE- 01
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; *Fine Arts; *Guidelines; *Interior Design; Public Schools

in Canada. The challenge for the course designer is to build a course that both of these students (and many others) can profit from. The solution proposed is to put technology tools in the hands of the learners so that they can construct the courses they need for themselves. This paper describes in detail how the authors tested an experimental English-as-a-Second-Language (ESL) vocabulary course for academic learners at Concordia University in Montreal, Quebec. The course design questions the authors set out to answer are the following: How can we ensure that a vocabulary course offers academic learners of varying first language backgrounds, second language proficiency levels, and academic objectives a significant opportunity to focus on the words they need to know? Can one course do all this? It is concluded that a collaborative database is a valuable tool for such learners. The technology is readily available and the learners have shown that they are willing and able to use the computerized, online tools developed for them for this purpose. (Contains 27 references.) (KFT)

ED 457 699 FL 026 935

Fuentes, Alejandro Curado
Representativeness and Significance Factors in ESP Texts.
PUB DATE- 00
NOTE- 25p.; Published in Iberica 2:43-56.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Computational Linguistics; *English for Academic Purposes; *English (Second Language); Foreign Countries; *Grammar; Higher Education; Language Styles; *Lexicography; Limited English Speaking; Reading Skills; Second Language Instruction; Second Language Learning
IDENTIFIERS- Spain

The development of communicative approaches and strategies in specialized discourse has led to revising notions of representative and significant language. Particularly in work with academic genres, in science and technology settings, the need for determining these factors is growing. The application of specific language corpora becomes convenient. This paper seeks to specify the type of such corpus linguistic representativeness and significance sought in the case of teaching English to university computer science students. This study attempts to reveal the factors of representativeness and significance in the development of reading material, lexico-grammatical resources, and rhetorical strategies for an English for specific purposes (ESP) course. (Contains 46 references.) (KFT)

ED 457 700 FL 026 936

Chacon, Carmen T.; Alvarez, Luisa Cristina
Critical Pedagogy and Empowering in Teacher Education in Venezuela.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Critical Theory; Cultural Education; *English (Second Language); Foreign

had no gender preference. Financial pressures and the need to save money motivated students who completed their degrees in less than 4 years. The longer the time required for students to complete degrees, the more work and financial aid was needed to cover their expenses. The paper discusses the implications of reducing the time required to complete a degree program. (Contains 21 references.) (SLD)

ED 457 721 HE 034 367

McLure, Gail T.; Rao, A. M. Srikanta; Lester, William L.
Measuring the College Impact on Students' Lifetime Educational Aspirations. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Black Colleges; *College Students; Educational Attainment; Higher Education; Outcomes of Education; Student Attitudes; *Student Motivation

This study compared students' reflections on their highest lifetime educational aspirations at college entry (Time 1--"then") to those held later at the time of college outcomes assessment (Time 2--"now"). Data from archive files of the American College Testing Program's College Outcomes Survey (COS) for one historically black four-year private college for 879 students were compared to data from 99 other four-year institutions (n=48,129). About 4 in 10 students in each sample indicated no change in their highest lifetime educational aspirations since they first entered, although in the single institution sample, this stability of aspiration was greater for female (48%) than for male (35%) students. At least half of each sample increased their level of aspiration by one, two, or three steps. Larger percentages of students at the single institution than in the national sample indicated that they aspired to a doctorate/professional degree when they first enrolled. This pattern of difference was even larger by the time they took the COS. Six in 10 female students and 4 in 10 male students at the single institution indicated they now wanted to earn a doctorate/professional degree, but only a quarter of each gender in the national comparison group expressed this aspiration. (SLD)

ED 457 722 HE 034 368

Trends in College Pricing, 2001.
PUB DATE- 01
NOTE- 27p.; For the companion report, "Trends in Student Aid, 2001," see HE 034 369. For the 2000 edition of "Trends in College Pricing," see ED 446 618.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Cost Estimates; Expenditure per Student; Higher Education; National Surveys; Parent Financial Contribution; *Paying for College; Private Colleges; Public Colleges; *Student Costs; Student Financial Aid; Tables (Data); Trend Analysis

This report presents data on college costs from the College Board's Annual Survey of Colleges for the 2001-2002 academic

Differences; *Student Characteristics; *Time
IDENTIFIERS- Virtual Universities

A large virtual university, a participant in a major distance study, is tracking students' enrollment in online or both online and face-to-face classes (i.e., mixed). Although an online students' profile provides data for examining the digital divide, one-time snapshots are inadequate. Time must be included as a dimension of any analysis of demographic groups' participation in online education. Two aspects of time were analyzed: calendar time (3 years of trend data) and time in relationship to degree. The paper provides data on the ethnic, gender, age, and demographic distribution of online and "mixed" students. In all, data were available for 16,092 students in 1999, 18,311 in 2000, and 20,920 in 2001. Trend data on how ethnic groups and other demographic groups are self-selecting classes with different delivery formats speak more directly to understanding the digital divide. The paper provides 3 fiscal years of percentages (FY 1999 to FY 2001) of different demographic groups (ethnic, gender, age, and geographic) enrollment in online, mixed, and face-to-face education at a large, substantially virtual university during a period of rapid expansion in online education. The paper discusses the implications for the digital divide of this enrollment trend data. (Contains 3 figures, 9 tables, and 14 references.) (SLD)

ED 457 744 HE 034 397

Heskin, Ken; Sharma, Raj; Kueh, Karen
Some Challenges of Establishing a New Tertiary Education Institution: A Malaysian Case Study. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Enrollment; Foreign Countries; Postsecondary Education; *Student Attitudes; Student Characteristics; Student Surveys; *Technical Education
IDENTIFIERS- *Malaysia

The characteristics and attitudes of students and their reasons for enrolling were studied at a new institute of technology being established in Malaysia. The Swinburne University of Australia, in cooperation with Yayasan Sarawak, has established the Swinburne Sarawak Institute of Technology to provide industry training and trade/skills development programs and opportunities for Association Degree studies and certificate and diploma studies in Engineering and Business. A draft questionnaire was developed based on market research techniques. Questions were framed to relate to student experience while addressing the key issues targeted by the questionnaire. Responses were received from 81 students. Of these, only 15% spoke English at home, although the standard of spoken English in Sarawak is higher than that of the rest of Malaysia. Slightly more than half (53.1%) of the respondents indicated that the institution was their first choice for higher education, and 30.9% indicated that it was a second choice. Students ranked institutional factors in terms of their importance for the decision to enroll. The higher ranked factors included library facilities, availability of computed facilities, career training, international qualifications they

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrators; *College Administration; Decision Making; *Educational Assessment; Higher Education; National Competency Tests; *National Surveys; *Participation

The purpose of this guide is to articulate a set of questions and issues that campus leaders can review when deciding whether to participate in a given survey or use a specific assessment instrument. The guide also describes some of the major national surveys and assessments. Although the guide does not rate or recommend these services, it suggests the criteria that campus leaders should use to determine the use and usefulness of any such instrument or service based on specific campus needs, capabilities, and goals. The guide is divided into three major sections. The first poses some general questions that are important to consider before deciding whether to participate, or continue to participate, in a national assessment. The second section provides common descriptive information for some of the national assessments that were popular when the guide was written. The third section reviews some specific questions and issues regarding the choice of a specific instrument or service and how to optimize participation. The report concludes with three tables that compare the major instruments and services reviewed in the guide. (SLD)

ED 457 768   HE 034 424

Wilds, Deborah J.
Minorities in Higher Education, 1999-2000. Seventeenth Annual Status Report.
SPONS. AGENCY- GE Fund, Fairfield, CT.
PUB DATE- 00
NOTE- 111p.; Contributing authors are Jeffrey F. Milem, Kenji Hakuta, and Charles Dervarics. For the 16th annual report, see ED 447 766.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *College Graduates; *Degrees (Academic); *Educational Attainment; *Enrollment; Higher Education; *Hispanic American Students; Minority Groups; Participation; Tables (Data)
IDENTIFIERS- African Americans

This report summarizes the most recent data available on key indicators of progress in U.S. higher education. The report examines trends in high school completion and college participation rates, educational attainment, college enrollment, and degrees conferred. The primary data sources include U.S. Census data and various surveys conducted by the U.S. Department of Education and other agencies. The report does not contain information on the high school and college participation rates of Asian Americans, American Indians, or Alaska Natives because the U.S. Census Bureau does not collect this information on an annual basis. The special focus section of this report examines the impact of racial and ethnic diversity within higher education and on business and society. Empirical evidence that supports the strongly held belief that diversity advances the mission of colleges and universities is mounting. This year's special focus is on the growing body of research that demonstrates the benefits of diversity and the importance of institutional context and climate. Co-authors of the special focus section are Kenji Hakuta and Jeffrey Milem. Overall, African Americans and Hispanic Americans aged 18 to 24 thinking about deeper understandings and habits of mind necessary for theory and practice in educational leadership. The themes are: (1) administrative concepts and management strategies; (2) the role of schooling in a democratic society; (3) building equity in divers communities; (4) managing and leading change; and (5) research and reflection on practice. The evidence that the student must present in the final portfolio must show deep understanding of the major concepts of the program through evidence in each concept from class discussions, courses, readings and texts, simulations, case studies, learning experiences with peers in and out of class, and the demonstration of the transfer of theory to practice at a work site or in the student's profession. The portfolio was introduced in the first course of this 2-year program and each course allows students time to build portfolios. The portfolio is also related to California's two-tier credential structure in school administration. (SLD)

ED 457 790 HE 034 455

Connecticut Degrees and Certificates: Trends and Comparisons with Workforce Demands for the 1990s. Report.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Comparative Analysis; *Degrees (Academic); Educational Attainment; Educational Trends; Higher Education; *Labor Market; Labor Needs; Trend Analysis
IDENTIFIERS- *Connecticut

Colleges and universities in Connecticut annually report the number of degrees and certificates they award, along with information about the levels and the disciplines in which the awards are made. Comparing these data over the past decade to national information helps put Connecticut degree production into a context. This report provides such an analysis and reviews degrees granted in two of Connecticut's economic development clusters: Software and Information Technology and Biosciences. In addition, information is presented about the level of education attained by adults in Connecticut in comparison with other states. More than two-thirds of all degrees and certificates in Connecticut are awarded at the undergraduate level, and nearly half of all degrees and certificates granted are bachelor's degrees (48% in 1998-1999). This has changed from 10 years ago, as certificates, especially undergraduate certificates, have increased. This increase is a result of more activity and of better reporting by institutions. About half of the state's bachelor's degrees are granted by independent institutions. Data also show that women and minorities are earning increasing shares of degrees and certificates, with women earning 55% of the degrees and certificates 10 years earlier and 58% in 1998-1999. Minorities earned just over 8% of degrees and certificates 10 years earlier but received 14% in 1998-1999. Overall, in 1998-1999, the largest number of degrees granted were in business, with 19% of all degrees at this level in this discipline alone. The next higher fields were education (11%) and the health professions (11%), followed by the social sciences and history (9%). (Contains 20 figures and 13 tables.) (SLD)

ED 457 791 HE 034 456

NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Students; Career Choice; Higher Education; *Nontraditional Students; Reentry Students; *Resources; State Programs
IDENTIFIERS- *Minnesota

This brochure lists some steps to help adults in Minnesota who want to further their education and career prospects through college, technical school, or graduate school. Minnesota has several types of postsecondary institutions that offer hundreds of programs. Many of these are geared for adults with courses on weekends and evenings. There are public and private resources to help those who are not sure about the type of education they want. These resources, which are listed, explain various options for the adult student and include career counseling services. Other sections of the guide describe full- or part-time enrollment, how to choose a school, admission policies and requirements, and financing. Adults thinking of enrolling are urged to consider all their options to make the decision that provides the best fit. Contact information is provided for the state's public and private colleges and universities. (SLD)

ED 457 812 HE 034 483

Child Care Assistance for Post-Secondary Education Students.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *College Students; *Day Care; Elementary Education; *Grants; Higher Education; Preschool Education; *State Programs; *Student Financial Aid
IDENTIFIERS- *Minnesota

This booklet describes the Post-Secondary Child Care Grant Program in Minnesota and provides suggestions in evaluating child care options. The Minnesota Higher Education Services Office administers the program. It allocates funds to eligible colleges, which then select and make awards to students. A resident of Minnesota with a child of 12 years of age or younger (14 if disabled) who is enrolled at least half-time and does not receive Minnesota Family Investment Program benefits may be eligible for the child care grant is certain other conditions, spelled out in this booklet, are met. Both public postsecondary and private baccalaureate-granting institutions are eligible to participate. How to apply, how the award is calculated, and how funds are disbursed are explained. Also explained are tax credits for state and federal income taxes, including the earned income tax credit and Minnesota's Working Family Credit. Information is also provided on finding and selecting child care. There is a referral service in every part of Minnesota, but the state does not guarantee the quality of the programs. Contact information is provided for members of the Minnesota Child Care Resource and Referral Network. (SLD) increasing. Women in nontraditional jobs earn 20 percent more than women in traditional jobs, and both men and women need to learn skills for all types of careers, including nontraditional occupations. "How Can We Effectively Recruit and Teach Nontraditional Students?" provides suggestions for both these activities. Suggestions for recruiting nontraditional students include creating career-technical programs to reach all students, presenting career clusters in a way that shows how career pathways can align with interests, giving students multiple opportunities to explore both traditional and nontraditional careers, and helping students overcome stereotypes of appropriate jobs for their gender. Strategies suggested for teaching nontraditional students include improving curriculum and program design, supporting students in working with unfamiliar equipment, bringing in nontraditional role models, avoiding verbal gender bias, and creating contextual learning experiences. References and resources are listed. (KC)

ED 457 318 CE 082 028

Holdsworth, Roger; Stafford, John; Stokes, Helen; Tyler, Debra
Student Action Teams: An Evaluation, 1999-2000. Working Paper 21.
SPONS. AGENCY- Victoria Dept. of Education, Employment, and Training, East Melbourne (Australia).
PUB DATE- 01
NOTE- 66p.; Also supported by the Victorian Department of Justice.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Active Learning; Case Studies; *Community Action; Community Benefits; Community Problems; Cooperation; Cooperative Learning; Crime Prevention; Developed Nations; Experiential Learning; Foreign Countries; High School Students; Interpersonal Competence; Learning Activities; Outcomes of Education; Participative Decision Making; Police School Relationship; Program Effectiveness; *Program Evaluation; Program Implementation; Safety; School Community Relationship; Secondary Education; *Service Learning; *Student Projects; *Team Training; Teamwork
IDENTIFIERS- *Australia (Victoria); Youth Community Service

Student Action Teams (SATs) were established in 20 Victoria, Australia, secondary schools in 1999, with 11 of those schools continuing with their teams in 2000. The Student Action Teams are comprised of groups of students who identify a school or community issue, research it, make plans and proposals about it, and take action on it. Such initiatives, as part of the school curriculum, engage students in purposeful activities that are valued by the students, that have broader community value, and that meet or exceed mandated curriculum goals. An evaluation, based on progress reports and issues papers, an extensive database, and case studies, found that the SAT program resulted in positive outcomes, including a high identification of students with SATs, flexibility of the teams to work on local issues in a responsive way, integration of the SAT concept into the curriculum, and community links to safety and crime prevention initiatives. Personal and educational outcomes for students included increased awareness of community safety issues, enhanced communication and teamwork skills, and school credits. Issues to consider include the following: (1) understanding of community safety and the "at-risk" requirement of the program; (2) training in leadership, team work, community, and safety; (3) program support and accountability; (4) organizational sustainability; and (5) integration of SAT

Olmstead, Jodi L.
Longitudinal Analysis of Student Performance between Host and Cooperating College Learners in the Dental Hygiene Program at Northcentral Technical College in Wausau, Wisconsin.
PUB DATE- 01
NOTE- 67p.; Research paper submitted to the Graduate College, University of Wisconsin-Stout in partial fulfillment of the requirements for the degree of Education Specialist with a major in Industrial and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Allied Health Occupations Education; Community Colleges; Comparative Analysis; Competence; Consortia; Core Curriculum; Definitions; Delivery Systems; *Dental Hygienists; *Distance Education; Educational Environment; Environmental Influences; Grade Point Average; Interactive Television; Intercollegiate Cooperation; Literature Reviews; Longitudinal Studies; *Outcomes of Education; Performance Factors; *Program Evaluation; Quasiexperimental Design; Scores; Technical Institutes; Telecourses; Two Year Colleges
IDENTIFIERS- Impact Studies; National Board of Dental Hygiene Examination; *North Central Technical College WI

The academic performance of students enrolled in a distance education dental hygiene program at Northcentral Technical College (NTC) in Wausau, Wisconsin, was analyzed in a comparative, quasi-experimental study. The study sample consisted of five cohorts of program graduates (students graduating in 1997-2001). The experiment groups were divided based upon whether they pursued the program at the host college or one of the cooperating college (distance) sites with which NTC shares its dental hygiene program. The achievement of the learners at the host and cooperating college sites was compared based on their grade-point averages (GPAs) and their performance on the National Board of Dental Hygiene Examination (NBDHE). No statistically significant differences between the scores achieved by the two groups of learners on the NBDHE were identified. Neither were any significant differences between students' GPAs in 10 of the 11 core dental hygiene courses found. It was concluded that the distance educational technology of interactive television used in NTC's dental technology program resulted in acceptable levels of learner performance. (Contains 43 references. Appended are a listing of dental hygiene core curriculum courses, the NTC grading scale, and 17 tables summarizing the two groups' performance in core courses.) (MN)

ED 457 335 CE 082 337

Gasperini, Lavinia
From Agricultural Education to Education for Rural Development and Food Security: All for Education and Food for All. SD Dimensions.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual European Conference on Higher Agricultural Education (5th, Plymouth, England, September 10-13, 2000). Produced by the Sustainable Development Department.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Methodology; Research Needs; Story Telling; Theory Practice
Relationship; Transformative Learning

In recent years, adult education for Native Americans has reflected broader goals and has been concerned with playing a role in preserving native language and culture rather than encouraging assimilation. These four trends appear in the literature related to adult education for Native Americans: how adult education theories and methods such as transformative learning, use of narrative, and self-directed learning apply; identifying and acknowledging learning styles of Native American adults; approaches to conducting research with Native Americans in their communities; and identifying strategies for helping Native American adults achieve success in postsecondary and higher education. The diffuse nature of the literature on adult education for Native Americans is a serious issue. The literature base lacks depth; no strands of research and theory building can be detected; the literature does not seem to build on itself; and the topics of race and culture with regard to Native Americans have received insufficient attention. (Contains 21 resources that reflect the diffuse nature of the literature on adult education for Native Americans.) (YLB)

ED 457 352 CE 082 368

Herod, L.
Integrating Technology into Canadian Adult Literacy Programs: Curriculum Evaluation Considerations.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Literacy; Case Studies; Comparative Analysis; *Computer Uses in Education; *Curriculum Evaluation; *Educational Technology; *Evaluation Methods; Foreign Countries; *Literacy Education; Models; Participatory Research; Technological Advancement; Technology Transfer
IDENTIFIERS- *Canada

The integration of technology into adult literacy promises both exciting and problematic times, especially with regard to curriculum evaluation. Different evaluation approaches have various strengths and weaknesses. A particular strength of the adversarial approach is a well-rounded evaluation with both positives and negatives identified; its main weakness is that it is less inclusive. The main strength and weakness of the comparative and case study approaches is that their best use is to evaluate standardized curriculum. The most effective is the participatory approach. Its main benefit is its capture of the program context; however, it depends on the ability of many stakeholders to reach an accommodation of potentially divergent interests and opinions. Three classic evaluation models have their own strengths and weaknesses. The discrepancy evaluation model provides a great deal of information regarding a program at all stages, but it is resource-heavy and does not capture the qualitative aspects. The CIPP (context-input-process-product) model's main strength and weakness is its ongoing and comprehensive nature. One main strength of the contingency-congruency model that could also be considered a weakness is its deliberate search for judgements regarding the value of various aspects from a wide range of stakeholders. Aspects of technology must be considered in any curriculum evaluation: different types, computer use, and desirability and impact of technology. (Contains 38 references.) (YLB)

NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Adult Students; Classroom Techniques; Course Content; Curriculum Development; Definitions; *Delivery Systems; Educational Cooperation; Educational Environment; *Educational Practices; *Educational Principles; Educational Technology; Educational Trends; Futures (of Society); *Group Dynamics; Group Experience; Guidelines; Instructional Development; Instructional Materials; Internet; Learning Strategies; Media Selection; Models; Networks; Organizational Climate; Partnerships in Education; Postsecondary Education; Program Administration; *Program Design; Program Development; Sequential Approach; Student Characteristics; Teaching Methods; Theory P *Cohort Instructional Programs
IDENTIFIERS- *Cohort Instructional Programs

This book, which is intended for adult educators and human resource developers, presents guidelines for using the principles of cohort programming and learning to improve adult learners' educational experiences. The following are among the topics covered in the book's eight chapters: (1) cohort programming and learning (cohort programs defined; the evolution of cohort programming; significance of the cohort model; benefits of the cohort model); (2) understanding cohort programs (critical considerations in the cohort decision process; components of the cohort model); (3) program design and development (starting up; designing a cohort-based program; curriculum design; administrative and institutional aspects; faculty considerations; instructional considerations; evaluating a program); (4) curriculum development (the curriculum development process; the structural framework of cohort programs; course characteristics); (5) teaching and learning strategies (distinguishing characteristics of adult learners; identification of appropriate methods, techniques, and devices; the teaching and learning environment; the teaching process; building the network; creating a culture of support and collaboration); (6) cohort program learners (characteristics of learners; programs designed for learners); (7) implications for practice (cohorts and society; cohorts from an institutional perspective; networks; partnerships); and (8) the future of cohort programming and learning (the unlimited potential of cohort programming; creating better programming). (Contains 53 references.) (MN)

ED 457 370 CE 082 409

Moran, Joseph J.
Collaborative Professional Development for Teachers of Adults. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 01
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Adult Education; Adult Educators;

to the long haul. (MN)

ED 457 386 CE 082 429

Mills, Jack; Prince, Heath
Employer-Led Organizations and Skill Supply Chains: Linking Worker Advancement with the Skill Needs of Employers. Issue Brief.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 15p.; Publication of the Workforce Innovation Networks (WINs) Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Ladders; Coordination; Coordinators; Definitions; Employment Practices; *Employment Qualifications; Employment Services; Guidelines; Information Needs; *Labor Force Development; Labor Market; *Labor Needs; Labor Turnover; *Linking Agents; National Surveys; Networks; *Organizational Development; Organizational Effectiveness; Promotion (Occupational); *Recruitment; State of the Art Reviews; Strategic Planning; Transfer of Training
IDENTIFIERS- Intermediaries

Skill supply chains apply a chain strategy to human resources to make the labor market more efficient. They link the multiple skill levels in a given labor market within a network of recruitment pathways for employers and advancement pathways for workers. Skill supply chains are based on employers' actual skill needs and on the principle that employers' need for labor pulls low-income individuals up from low-wage jobs through the advancement and recruitment pathways created by the supply chain. Local chambers of commerce, industry associations, and other employer organizations can play a pivotal role in the functioning of skill supply chains. Employer organizations themselves benefit from skill supply chains a variety of ways. A national review of knowledge supply chains, job ladders, tiered employment, and similar programs identified the following principles for consideration when planning skill supply chains: (1) employer organizations are important as intermediaries; (2) skill supply chains respond to employer skill needs; (3) effective skill supply chains depend on identification and documentation of transferable skills; (4) the more tiers a skill supply chain has, the more effective it is; and (5) partnerships are critical. Thirty-one specific guidelines regarding planning, developing, operating, and assessing skill supply chains are presented. (MN)

ED 457 387 CE 082 430

Richards, Carla J.; Herranz, Joaquin, Jr.
Everybody WINs: Effectively Involving Business in Workforce Development. The First in a Series of Policy Papers.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Cooperative Planning; Coordination; Delivery Systems; Demonstration Programs; Education Work Relationship; Educational Improvement; Educational Planning; Employment Problems; Employment Services; Guidelines; Job Development; Job Skills; *Labor Force

Guides; *Trade and Industrial Education; Units of Study
IDENTIFIERS- Crosswalks (Linking); National Automotive Technicians Educ Foundation; National Institute Automotive Service Excellence

This document contains the materials for a competency-based course in diesel technology and electrical and electronic systems that is tied to measurable and observable learning outcomes identified and validated by an advisory committee of business and industry representatives and teachers. The competencies addressed align with the medium/heavy truck program standards developed by the National Automotive Technician's Education Foundation in conjunction with the National Institute for Automotive Service Excellence. This complete teacher edition consists of the following items: (1) introductory pages (list of tools and equipment; basic skills matrix; basic skills icons and classifications; instructional/task analysis; national skills crosswalk; training and competency profile; guidelines for using the publication); (2) teacher pages (transparency masters; teacher supplements; learning activities sheets; answers to written tests; answers to assignment sheets; suggested activities; and unit contents); and (3) the student edition. The student edition contains objective sheets, information sheets, student supplements, assignment sheets, and job sheets for 11 units of study on topics such as the following: (1) diesel electrical and electronic systems; (2) circuits and circuit devices; (3) basic diagnostic and repair skills; (4) vehicle computer controls; (5) battery diagnosis and servicing; (6) starting and charging systems; (7) miscellaneous electrical accessories; (8) lighting systems; and (9) driver information systems. (MN)

ED 457 404   CE 082 467

Adult Basic Skills: Developing a Local Action Plan.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Learning; Adult Programs; *Basic Skills; Case Studies; Coordination; Cost Estimates; Decision Making; Definitions; Educational Needs; Educational Objectives; *Educational Planning; Educational Quality; Evaluation Criteria; Evaluation Methods; Foreign Countries; Guidelines; *Instructional Development; Marketing; Minority Groups; Needs Assessment; Program Evaluation; Rural Areas; Rural Education; *School Districts; Skill Development; Standard Setting; Strategic Planning; Student Characteristics; Urban Areas; Urban Education
IDENTIFIERS- *Action Plans; Educational Marketing; *United Kingdom

This document presents advice from the United Kingdom's Basic Skills Agency regarding developing local action plans. The first 20% of the document defines basic skills and discusses the following action plan components: (1) an estimate of the area's need for basic skills training; (2) a target to reduce the area's estimated scale of need; (3) details of how basic skills learning will be promoted to adults; (4) a description of the range of programs to be provided; (5) information about program quality standards; (6) plans for coordination and monitoring; and (7) a cost estimate. The remaining 80% of the document consists of case studies based on three unidentified that have attempted to discourage youth tobacco use and explains the social influence model that entices youth to regular smoking is explained. Volume 3 looks at the prevalence and history of homeless youth. It includes an examination of the educational needs of middle school homeless youth. Number 4 considers many issues surrounding teenage depression including how to recognize it; the impact of race identity on depression; gender differences; risk factors; and resilience. The annual supplement features a question and answer session on the topic of teenage self injurious behavior. It also contains book reviews and numerous web resources and publications. A cumulative topic index is included that reflects the past 8 years of the publication. (Contains 15 tables.) (JDM)

ED 457 422 CG 030 875

Rosen, Barry, Ed.; Dobry, Diane, Ed.; Andrews, Heather, Ed.; Reznik, Deidre, Ed.
Examining School Violence.
PUB DATE- 01
NOTE- 10p.; Published annually. Theme issue. Produced by Office of External Affairs, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; Children; Conferences; Conflict Resolution; Cultural Influences; Educational Environment; Elementary School Students; Elementary Secondary Education; High School Students; Higher Education; *School Safety; *Violence
IDENTIFIERS- Columbia College NY; Peace Education

This document considers school violence by reviewing the school environment, assessing the difficulties and causes of violence, and offering solutions to the problems. One study describes risk factors for aggressive behavior among middle school students and presents steps that can be taken to prevent the development of such behavior. Several presentations from the 1999 Conference on Children, Culture and Violence are summarized. Synopses of other conference presentations and publications are also included. A description is provided of Peaceful Kids ECSEL (Early Childhood Social-Emotional Learning) Program, an outreach program at the Center for Cooperation and Conflict Resolution that introduces skills for constructive conflict resolution to school-age children. (JDM)

ED 457 423 CG 030 923

Scullin, Marc B.; Jacobs, John R.
Personality Traits, Attachment Styles, and Their Association with Alcohol and Nicotine Use in College Undergraduates.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; *Drinking; Higher Education; *Personality Traits; Smoking; *Tobacco; *Undergraduate Students
IDENTIFIERS- United States (Northeast)

The present study was conducted to assess the personality predictors of alcohol and nicotine use styles among a group of college undergraduates. Data for this study came from a prepower of simply bringing youth suicide into the open as a topic appropriate for public discussion. "Permission" to discuss suicide can reduce tensions, facilitate communication, and help young people get the help they need. The report concludes with a discussion of the lessons learned from the project, and points for consideration in implementing best practice strategies and in developing the next phase of this project. (JDM)

ED 457 446 CG 031 214

Escobedo, Pedro Sanchez; Beamish, Patricia M.; Stump, Earl; Krause, Naomi
Psychotropic Medications: An Investigation of the Knowledge of Counseling Graduate Students and Attitudes toward Coursework of Counselor Educators.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Counseling; *Counselor Qualifications; *Counselor Training; Graduate Students; Higher Education; Outcomes of Treatment; *Pharmacology; Surveys
IDENTIFIERS- Council for Accred of Counsel and Relat Educ Prog; *Psychopharmacology

Counselors working in clinical settings are frequently confronted with clients taking psychotropic medications. Counselors working in non-clinical school and industrial settings are often required to identify clients who need referral for psychopharmacological support. If counselors are to assist their clients in exploring treatment options, it is important for them to acquire a working knowledge of psychopharmacology. In this study, 94 counselor education students from 3 midwestern universities completed questionnaires that addressed their knowledge of psychotropic medication and their attitudes toward these drugs. The majority of the students agreed on the need for specific preparation and coursework in psychopharmacology. A survey was mailed to the program chairs of all 116 Council for Accreditation of Counseling and Related Educational Programs approved programs. From the 53 surveys that were returned, it was determined that the majority of programs offered no specific courses in the use of psychotropic medications. This paper stresses the importance of including such coursework in counselor education programs. (Contains 14 references.) (JDM)

ED 457 447 CG 031 215

Ryba, Ken; Annan, Jean
Multidimensional Functional Behaviour Assessment within a Problem Analysis Framework.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Counseling Techniques; Educational Environment; Evaluation Methods; Foreign Countries; Models; *Problem Solving; *Psychologists; School Counselors

presented within a family counseling context. Current solutions are reviewed including developing new diagnostic approaches, expanding the current DSM classifications, and adapting the current system. Recommendations are presented that address the need for setting a research agenda to develop a new system of diagnosis that is more compatible with a family systems counseling paradigm. (Contains 49 references.) (JDM)

ED 457 469 CG 031 243

van Wormer, Katherine
Counseling Female Offenders and Victims: A Strengths-Restorative Approach. Springer Series on Family Violence.
PUB DATE- 01
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Civil Liberties; *Correctional Institutions; *Correctional Rehabilitation; *Counseling; *Females; Intervention; Models; Sexual Abuse; Social Action; Social Work; *Victims of Crime
IDENTIFIERS- *Victimization

This books considers the many aspects of how the criminal justice system can be reshaped to address the needs of victims of violence and offenders who themselves are often the victims of abuse. It presents a new model that offers an integrated framework to combine tenets of social work's strengths framework with the restorative justice model. It looks at the restorative justice of female crime victims and the treatment of women in prison in the context of human rights issues. The book can be used as a text to help prepare students for jobs doing direct practice with offenders and victims. Chapter 1 provides the theoretical and historical overview of a gendered analysis of women's experience in the legal justice system. Chapter 2 delves into the fundamentals of establishing a treatment relationship as preparation for practice of strengths-based therapy with victims and offenders. Chapter 3 looks at the topic of victimization and Chapter 4 presents interventions. Chapter 5 considers the nature of women's crimes. Chapter 6 presents the results of a survey of 74 federal and state prison facilities in the U.S. that incarcerate women. Chapter 7 discusses counseling the female offender. (Contains over 650 references.) (JDM)

ED 457 470 CG 031 248

Schmidt, John J.; Weaver, Florence S.; Aldredge, Anna L.
Perceptions of School Counselor's Role and Satisfaction by Newly Hired Counselors and Principals in Eastern North Carolina.
SPONS. AGENCY- East Carolina Univ., Greenville, NC. School of Education.
PUB DATE- 01
NOTE- 32p.; Funds for this study provided by the School of Education Partnership Grant, School of Education, East Carolina University, Greenville, NC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Role; Counselor Training; Elementary Secondary Education; Employment Experience; Job Satisfaction; Mentors; *Principals; Professional Development; Public Schools; *Role Perception; *School Counselors
IDENTIFIERS- North Carolina (East)

from coeducational and single sex independent schools. First, it discusses research that finds girls who attend single sex institutions to be at a distinct advantage with respect to gender issues and academics. In order to obtain a better understanding of these differences, a study is described that investigated the reasons why parents and their children choose single sex over coeducational environments. Next, it reviews research demonstrating that all female environments tend to promote adherence to particularly confusing gender role concerns. A brief discussion is included on literature typing body image and eating disturbances to a sense of gender ambivalence resulting from increased exposure to conflicting gender role prescriptions. Focus group data are analyzed and discussed in the context of the literature reviewed. The paper does not attempt to determine if single sex education is superior or inferior for adolescent girls; rather, the work is exploratory in nature and seeks to expose some of the gendered dynamics occurring within various educational contexts. (Contains 47 references.) (Author/JDM)

ED 457 491 CG 031 272

Cecero, John J.; Hensl, Kursten B.; Russo, Paul M.
Nonspecific Factors in Alcohol and Unsafe Sex Treatment.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; At Risk Persons; *Behavior Change; Counseling; Homosexuality; Intervention; *Outcomes of Treatment; Safe Sex; Self Efficacy; Self Motivation; *Sexuality

The relationship between the nonspecific factors of therapeutic alliance and motivation with outcome has been demonstrated across treatment modalities, and specifically in the treatment of alcohol dependence. The present study was designed to evaluate the association of these factors with treatment outcome in a preliminary sample of problem drinking men-who-have-sex-with-men and engage in unsafe sex. It hypothesized a positive association between therapeutic alliance and percentage of session attendance; and positive associations between three self reported motivational statements for alcohol, unsafe sex, and session attendance. Fifty-five participants enrolled in a clinical trial to reduce alcohol intake and unsafe sex were included in the study. Contrary to expectations, a positive association was not found between alliance and outcome. Among the motivational statements, only the readiness to change for alcohol was correlated with outcome. The stability of self efficacy and risk assessment across alcohol and sexual behaviors may suggest that these motivational statements represent a more stable trait than can generalize across behaviors. Findings are consistent with the notion that change in one's self efficacy or risk assessment for one behavior may result in changes in motivation for another behavior. (Author/JDM)

ED 457 492 CG 031 275

Sheppard, Glenn W.; Schulz, William E.; McMahon, Sylvia-Anne
Code of Ethics.
PUB DATE- 99

IDENTIFIERS- Australia (Sydney)

Young people who complete senior secondary education are less likely than early school leavers to be unemployed or employed in dead-end jobs. Nevertheless, in Australia around a quarter of the 15-19 year olds continue to leave school without senior high school qualifications. This paper reports on data collected at re-entry institutions in the greater Sydney region and describes their approach to education. It includes students' main reasons for returning; their experiences; opinions; and hopes for the future. Students especially like the quality of the teachers; the adult treatment they received; the atmosphere at the colleges; and the more reasonable rules and regulations at these institutions. The results of the survey showed that it is possible to educate alienated and disadvantaged people in more constructive ways. With a few number of minor changes, the senior colleges were able to re-engage students. The experience of students at the senior college demonstrated how it is more beneficial for some students to engage in a learning environment by choice when they are ready for it. Allowing students to leave education and come back at a later stage may increase retention. Economic goals of the government and these young people may benefit from such an approach. (Contains 53 references.) (JDM)

ED 457 514 CG 031 306

Kauth, Michael R.
The Role of Education in the MIRECCs.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Delivery Systems; Government Role; *Mental Health; Research and Development; Theory Practice Relationship; *Veterans Education
IDENTIFIERS- *Department of Veterans Affairs

Education is a central component of Mental Illness Research, Education, and Clinical Centers (MIRECCs) of Veterans Affairs. This paper focuses on the many components of education at the national level. The mission of the MIRECC initiative is to integrate all forms of scientific research and to quickly translate innovative findings and treatments into standard clinical practice. The centers' three basic goals are to partner with clinicians and investigators; inform or teach veterans, their families, clinical providers, and administrators; and to improve delivery of mental health care. On the local and regional level, MIRECCs publish newsletters, host regional conferences, and promote the development of innovative patient and treatment materials. National initiatives are beginning with conferences focusing on the needs of aging veterans. The National Education Groups works closely with a newly established postdoctoral fellowship program. To effectively improve the quality of care within the entire VA system will require more of this integrated, multidimensional approach. With the additional support added by Congress, the quality of the service delivery system has a chance to be greatly improved for all veterans. (JDM)

ED 457 515 CG 031 307

toward using indicators and comparative analysis, and how it extended its activity to pre-accession countries. Its various dimensions, roles, and responsibilities are illustrated, along with ideas and plans for the future. The report concludes with two appendices (annexes) containing national unit views of the Eurydice Network and a list of Eurydice publications. (Contains 30 references.) (RT)

ED 457 538 EA 031 202

Legal Rights in Education: Pendulum Swings. Papers of the Education Law Association (ELA) Annual Conference (44th, Charleston, South Carolina, November 19-21, 1998).
PUB DATE- 98
NOTE- 533p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Freedom; Accountability; Affirmative Action; *Court Litigation; Disability Discrimination; Discipline Problems; Dress Codes; Due Process; Educational Finance; Electronic Mail; Elementary Secondary Education; *Federal Courts; Federal Legislation; Intellectual Property; Internet; Labor Relations; *Legal Responsibility; Postsecondary Education; Religious Factors; *School Law; School Safety; Sexual Harassment; *State Courts; State Legislation; Suicide; Violence
IDENTIFIERS- *Supreme Court

This document is a collection of 32 1998 Education Law Association conference papers. The collection includes the following papers: "The More We Change: Meeting the Requirements of Unitary Status" (Angela M. Sewall and Ann E. Witcher); "Everything You Need To Know about Discipline of Students with Disabilities" (David T. Duff, Allan Osborne, Jr., and Perry A. Zirkel); "Law and Practice: The Testing and Assessment of Students with Disabilities" (Diana Pullin); "Mediation in Education: Annual Update" (Steven S. Goldberg and Ed Mills); "Trying To Read the Courts on Religion in the Schools: Mapping Our Way into the New Millennium" (Frances R. A. Paterson); "E-Mail and Open Meeting Laws" (Thomas Carroll and C. Robert Heath); "The Law Governing Sexual Harassment in Public Schools" (Nelda Cambron-McCabe, Martha McCarthy, Julie Underwoood, and L. Dean Webb); "Student Suicide: Legal Ramifications for Educators and Schools" (Steven D. Rittenmeyer and Don W. Schussler); "The Impact of the 1997 IDEA Amendments on the IEP Process" (Mary Jane K. Rapport and Wanda J. Routier); "Fourth Amendment Update: Search and Seizure Cases in Public Schools" (Jacqueline A. Stefkovich); "The Pendulum Swings to Accountability: A Review of the Role of Due Process and Performance Standards" (John A. Brown, W. Bradley Colwell, Richard Kent Murray, Paul W. Thurston, and Michael T. McCoy); "Preventive Law: An Essential Ingredient for Teacher Education Programs" (Donna Thomas, Lawrence T. Kajs, Chris Cox, Marianne Reese, and Carole Funk); "Sexual Harassment Revisited" (Alexa R. Ross, Nan Stein, and Ann Clarke Snell); "Discipline and Behavior under the IDEA Reauthorization" (Christine J. Villani, Cynthia Dieterich, and William Shula); "Labor Relations in Religiously-Affiliated Educational Institutions" (David L. Gregory, Ralph D. Mawdsley, and Charles J. Russo); "School Finance Mechanisms" (Frank Brown); "Violence and Threats of Violence in Public Schools: Reasonable Force, Restraint and Discipline Strategies" (Joseph Beckham, Patrick Gray, Wolfgang W. Halbig, and Charles Wolfgang); "Dress Codes: A Study of Perceptions, Policies, and Precepts" (Todd A. DeMitchell, Creighton, Theodore B.; Jones, Gary D.

Selection or Self-Selection? How Rigorous Are Our Selection Criteria for Education Administration Preparation Programs?

PUB DATE- 01

NOTE- 38p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Houston, TX, August 7-11, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Educational Administration; *Educational Improvement; Educational Quality; Elementary Secondary Education; Higher Education; Predictive Validity; Selective Admission

This study is one of the first large-scale investigations of existing selection criteria and procedures in university principal-preparation programs. Over 450 university master's degree and principal-certification programs in education administration were reviewed. The results are discouraging. Except for a few bright spots revealing rigorous and quality selection procedures, the majority of university preparation programs utilize criteria neither remarkable nor characterized by validity and reliability. In a field (education administration) where great energy is expended to develop "best practices" and "innovative strategies" for schools and students, it is noteworthy that assumptions behind current selection criteria for principals and other administrators are underdeveloped and go unchallenged. If one wishes to improve practice in P-12 schools, an obvious place to start is study of innovative selection procedures within existing principal-preparation programs. The authors of this study believe that one of the most important steps a university can take to positively impact education is to better identify appropriate candidates for these programs. Appendix A contains an example audition scenario in an education administration preparation program, discussion of its relevance, and an Irate Parent Call Assessment Form with comments. (Contains 24 references.) (Author/RT)

ED 457 558 EA 031 287

Thomas, M. Donald; Davis, E. E. (Gene)

An Adequate Education Defined. Fastback 476.

PUB DATE- 01

NOTE- 35p.; Sponsored by the University of South Dakota Chapter of Phi Delta Kappa International.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Court Litigation; *Educational Equity (Finance); *Educational Finance; Educational Legislation; Elementary Secondary Education; School Funds; *State Aid

IDENTIFIERS- *Educational Adequacy

Court decisions historically have dealt with educational equity; now they are helping to establish "adequacy" as a standard in education. Legislatures, however, have been slow to enact remedies. One debate over education adequacy, though, is settled: Schools are not financed at an adequate level. This fastback is divided into three sections. Section 1 presents state supreme court decisions from West Virginia, Kentucky, children learn and thrive in academic success. An appendix contains interview questions. (Contains 26 references and 10 figures.) (DFR)

ED 457 577 EA 031 328

Wiley, Lynne M.
"Somewhere between a Network and a Secret Society": The Cleveland Conference and Elite Policymaking in American Education.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Development; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Employment Opportunities; Financial Support; Government School Relationship; Public Schools

The Cleveland Conference, which dates from 1915, is an annual gathering of leading figures in university schools of education, government, state and city school superintendents, foundations, policy institutes, and education commissions. Growing from its original 4 members to the present 100 limit, and broadening its membership to include a few women and racial minorities, the members meet to discuss issues in education and related fields, and share information in informal and private ways meant to differ from the increasingly large and highly structured professional organization to which its members also belong. The Cleveland Conference embodies the characteristics and serves the functions of an elite organization, as studied and theorized by political sociologists: a closed and self-selected body, confirming and conferring high status, and advancing the careers or interests of its members. Its influence on American educational policy, though diffuse and generally disavowed by the members, takes the following forms: (1) influencing ideas; (2) influencing projects, government programs, and sources of funding; and (3) influencing the career and employment prospects of individuals involved in the policy network. (Contains 60 notes.) (DFR)

ED 457 578 EA 031 329

Aud, Susan L.
Competition in Education: A 1999 Update of School Choice in Massachusetts. White Paper.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Charter Schools; *Competition; Cost Effectiveness; Educational Change; Educational Finance; Elementary Secondary Education; Equal Education; *Financial Support; Nontraditional Education; Program Budgeting; *Public Policy; Public Schools; *School Choice; Selective Admission; *State Aid; *Tuition

In 1991, Massachusetts passed an interdistrict choice law that gave parents the option of enrolling their child in any district they selected. Six years later, David Armor and Brett Peiser conducted a study to examine the social, racial, and

Education; Program Improvement

Educational leadership has been supported by an inadequate knowledge base for administrative preparation and an inadequate research base for program improvement. Over the past 40 years, no new programmatic ideas have been produced in this field. This paper reports on trends to improve the quality of research and theory development in the teaching and learning of educational leadership. The Teaching in Educational Administration Special Interest Group (TEA-SIG) was involved in making the learning and teaching of educational administration a legitimate research topic within the American Educational Research Association (AERA) and an accepted vehicle for exchanging ideas about teaching and learning. Research trends include the study of structural reforms, and studies including contextuality (for example, the inclusion of poverty and race). Other signs for positive change are online delivery of courses and programs, cohort programs, fast-tracks, district-department partnerships, and field-based programs. The ultimate challenge is that new leadership teaching and actions need to take place in a learning-to-learn context, and learning needs to continue on the job. An appendix contains a table comparing seven sources of data about educational administrator education. (Contains 24 references, 4 tables, and 2 figures.) (RT)

ED 457 597 EA 031 358

McDowell, Lena; Sietsema, John
Directory of Public Elementary and Secondary Education Agencies, 1998-99.
PUB DATE- 01
NOTE- 817p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agencies; Demography; Elementary Secondary Education; Enrollment; Government Publications; *Public Schools; *School Districts; School Personnel; School Statistics; State Departments of Education
IDENTIFIERS- Grade Span Configuration

This directory provides a listing of local public-school systems and other education agencies for 1998-99. Information is provided from all 50 states, plus the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, the Bureau of Indian Affairs, and the U.S. Department of Defense (its dependent schools overseas). The directory has up to 12 items of information per agency: state, name of agency, mailing address, telephone number, name of county, metropolis status code, grade span, total student membership, number of regular high school graduates (1997-98 school year), number of students with an individualized education program, number of teachers, and number of schools. Seven different types of agencies are listed: regular school districts, supervisory union components, supervisory union administrative centers, regional educational service agencies, state-operated agencies, federally operated agencies, and other agencies. A glossary of abbreviations is provided in the introductory part of the directory along with six tables summarizing directory contents. Appendices include state education agency addresses, and sample survey documents for the public elementary and secondary education agency universe and the public elementary/secondary school universe. (RT) project has been able to avoid psychiatric hospitalization for the 90 subjects in this project. This success has saved thousands of dollars and assured a quality, integrated life for individuals with severe disabilities by supporting them in their communities. The report concludes that compressed video technology provides an excellent venue at a reasonable cost in a rural state such as Wyoming, to get quality training to the worker in the field on subjects that are individualized and interactive. The program found that the technology provides a cost-, time-, and travel-effective way to bridge the gap of distance and inclement weather in the rural state. (Contains 17 references.) (CR)

ED 457 615 EC 308 621

Heinlein, Ken B.; Campbell, Edward M.; Fortune, Jon; Severance, Don; Fortune, Barbara
Are We Having Fun Yet? Hitting the Moving Target of Program Choice, Wyoming, USA.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual World Congress of the International Association for Scientific Study of Intellectual Disabilities (11th, Seattle, WA, August 1-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Community Programs; Empowerment; *Group Homes; Housing; Leisure Time; *Mental Retardation; Personal Autonomy; *Placement; *Recreational Activities; *Residential Institutions; *Self Determination; Supported Employment
IDENTIFIERS- Nebraska; South Dakota; Wyoming

The changes in what people with developmental disabilities wanted and got for living and daytime settings in South Dakota and Wyoming during 1988 were compared to what they wanted and received in 2000. Although the percentage of people in their desired setting rose, there were substantial changes in the types of settings recommended over the years. The numbers of people for whom large residential facilities were recommended generally declined. Conversely, the recommendations for supported employment and supported living rose sharply. The barriers to people getting social and leisure activities were also analyzed. Data from Nebraska were added to the analyses. The Home and Community-Based Services expansion of services reduced some of the social barriers to community integration and independence and increased positive social activities for many of the 7,034 people served in Nebraska, South Dakota, and Wyoming. South Dakota hit a high point in 1987, with 87 percent of its people getting the program they wanted, and is approaching that high with the current 83 percent rate. Wyoming reached a new all time high of 83-90 percent of its people getting the programs they wanted in 2000, while Nebraska's rate was 77-82 percent. (Contains 46 references.) (Author/CR)

ED 457 616 EC 308 622

Campbell, Edward M.; Fortune, Jon; Severance, Donald; Holderegger, John; Fortune, Barbara
Analysis of Costs of Services/Supports for People with Developmental Disabilities for Nebraska, South Dakota, and Wyoming, USA.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual World Congress of the International Association for Scientific Study of Intellectual

attentional symptoms, they definitely demonstrated a large degree of success as an alternative to the more traditional treatments. (Contains 35 references.) (CR)

ED 457 635 EC 308 645

Yeaw, John David Andrew
Music Therapy with Children: A Review of Clinical Utility and Application to Special Populations.
PUB DATE- 01
NOTE- 77p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Autism; Behavior Problems; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Emotional Disturbances; Expressive Language; Interpersonal Competence; *Music Activities; *Music Therapy; *Outcomes of Treatment; *Program Effectiveness; Psychosis; Receptive Language; Self Esteem

This paper reviews the effectiveness of music therapy in treating children with psychiatric and developmental problems. The clinical utility of music therapy is first evaluated by examining the foundational effects of music on affect and behavior. Next, the two broad approaches to music therapy, active and passive music therapy, are discussed. This discussion is followed by a critical review of music therapy as applied to specific problems, including self-esteem problems, psychosis, developmental delays, expressive and receptive language deficits, social skills deficits, and autism. Early intervention music therapy programs, music therapy for children who are gifted, and psychiatric music therapy problems are also assessed. Finally, the utility of music therapy programs is considered. Findings from the review indicate there is evidence that music therapy is an effective treatment for a variety of problems. Additionally, at least one study suggested that music therapy is an equally viable treatment to verbal therapy. The studies also provide support for developmental and physiological theories of music therapy. Unfortunately, the review also found that music therapy research is fraught with methodological problems that weaken possible arguments for using this approach over other techniques. Additional research into the effectiveness of music therapy is urged. (Contains 116 references.) (CR)

ED 457 636 EC 308 646

Elfers-Wygand, Patricia; Seitz, Jay A.
Use of Kinesic Abilities within a Complementary Dyad in a Special Population.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Emotional Development; Interpersonal Competence; *Kinesthetic Methods; *Learning Disabilities; Mathematics Instruction; *Multiple Intelligences; *Peer Teaching; Science Instruction; Social Development; *Teaching Methods

This report discusses the outcomes of a project that investigated whether the Multiple Intelligences (MI) model could be used to address specific problems in learning in special population classrooms. Dyads were created in which two students were

Therapy; Educational Environment; Educational Legislation; *Educational Strategies; Elementary Secondary Education; Gifted Disabled; Homework; Hyperactivity; Individualized Education Programs; *Learning Disabilities; Secondary Education; Self Management; *Student Characteristics; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This manual is intended to provide practical guidance to teachers of adolescents with attention deficit hyperactivity disorder (ADHD) and/or learning disabilities (LD) through specific techniques, teaching strategies, checklists, and student case histories. The 12 chapters address the following topics: (1) an overview of ADHD and LD including definitions, characteristics, dual and overlapping diagnoses, secondary problems, and common assessment instruments; (2) legal requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act; (3) the learning environment (teaching philosophy, school climate, the physical environment, instructional methods and management); (4) reading and writing in the content areas; (5) teaching homework completion skills; (6) teaching adolescents to use self-management skills; (7) developing Individualized Education Programs and Section 504 plans; (8) behavioral interventions; (9) the role of medication; (10) gifted students with ADHD and/or LD; (11) diversity and parent involvement; and (12) transition to postsecondary settings (roles and responsibilities of school personnel and postsecondary options). Four appendices include lists of common classroom problems and intervention strategies, relevant organizations, resources, and World Wide Web sites. (Contains 49 references.) (DB)

ED 457 655 EC 308 667

Kumin, Libby
Classroom Language Skills for Children with Down Syndrome: A Guide for Parents and Teachers. Topics in Down Syndrome.
PUB DATE- 01
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Augmentative and Alternative Communication; *Classroom Communication; Classroom Techniques; Delivery Systems; *Downs Syndrome; Early Childhood Education; Elementary Education; Inclusive Schools; Individualized Education Programs; Interpersonal Communication; *Language Acquisition; *Language Arts; *Learning Activities; Services; Speech Language Pathology; *Teaching Methods

This book presents ideas and techniques to help children with Down syndrome communicate better by mastering the language skills necessary for classroom success as well as those needed for social interaction. It also discusses the Individualized Education Program (IEP) process for speech-pathology services and what needs to be included in the IEP. Activities for use at home are provided as well as classroom activities. Worksheets and planning guides at the end of chapters and in the appendix can be used to help plan an individual child's program. The 12 chapters focus on the following topics: (1) an overview of language needs in schools; (2) the communication team; (3) evaluation and eligibility for speech-language services; (4) planning for a communication support program on a child's IEP;

This manual of facility guidelines examines the planning process and design features and considerations for public school fine arts programs in Maryland. Planning concepts and trends are highlighted followed by planning guidelines for dance, music, theater, visual arts, general education, and performance spaces. General design considerations discussed include facility accessibility, acoustics, climate control and energy conservation, indoor air quality, community use of the school, security and safety, and telecommunications systems. Appendices contain the requirements for fine arts instruction programs, Maryland arts organizations, and the Maryland State Department of Education standards for telecommunication distribution systems. (Contains 16 references.) (GR)

ED 457 679 EF 006 009

Family and Consumer Sciences: A Facility Planning and Design Guide for School Systems.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Education; *Educational Facilities Design; Educational Facilities Planning; *Family Life Education; Interior Design; Public Schools; Secondary Education
IDENTIFIERS- *Family and Consumer Sciences

This document presents design concepts and considerations for planning and developing middle and high school family and consumer sciences education facilities. It includes discussions on family and consumer sciences education trends and the facility planning process. Design concepts explore multipurpose laboratories and spaces for food/nutrition science laboratories, child development, and interdisciplinary work. The student project work room and teacher planning spaces are also presented. General design considerations cover facility accessibility, safety, finishes, climate control, lighting, outdoor educational resources, telecommunications distribution systems, and utilities. A summary of minimum space requirements concludes the guide. (Contains 42 references.) (GR)

ED 457 680 FL 026 712

de Weck, Genevieve, Ed.; Sovilla, Jocelyne Buttet, Ed.
Le langage ecrit: Actes du 6e colloque d'orthophonie/logopedie (Written Language: Proceedings of the Sixth Colloquium on Speech Therapy/Speech Pathology) (Neuchatel, Switzerland, September 21-22, 2000).
PUB DATE- 00
NOTE- 207p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Constructivism (Learning); Deafness; Dyslexia; Evaluation Methods; Foreign Countries; Grade 1; Kindergarten Children; Primary Education; *Reading Difficulties; Second Language Instruction; Second Language Learning; *Speech Language Pathology; *Speech Therapy; Spelling; Student Evaluation; Whole Language Approach; *Writing Difficulties; *Written Language

This collection of papers discusses various theoretical, Countries; Language Role; *Language Teachers; Native Speakers; *Professional Development; Questionnaires; Second Language Instruction; Second Language Learning; Sociolinguistics; *Teacher Attitudes; *Teacher Education; Teacher Educator Education

IDENTIFIERS- *Critical Pedagogy; *Venezuela

This paper addresses the issue of the relationship between critical pedagogy and English as a foreign language (EFL) in Venezuela. Teacher-researchers have come to see the issues confronting nonnative educators in ELT as a more important issue than in previous years. They are particularly concerned about the current situation in Venezuela, especially teacher education programs and how well these programs address student teachers' critical awareness about the role of English seen from a broader socio-cultural context. This paper specifically investigates, through a survey of ELT professionals, Venezuela's teachers' perceptions on critical pedagogy and their role as EFL teacher educators. The paper also provides a background on ELT in Venezuela and critical pedagogy and ELT in particular. ELT professionals were asked about their roles as providers/givers of knowledge, and about their roles as facilitators to language learning. It is concluded that Venezuelans, and others, need to develop their own textbooks and materials, and not just rely on texts imported from the United States, Britain, Canada, or Australia, and to encourage life-long learning. (Contains 16 references.) (KFT)

ED 457 701 FL 027 125

McKnight, Phil

Teaching Global Economics in German: Content Understanding, Development, Outreach, Internships and Interdisciplinary Links.

PUB DATE- 01

NOTE- 14p.; Paper presented at Centers for International Business Education and Research (CIBER) Conference (San Diego, CA, March 28-31, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Communication; College Students; *Economics; *German; Higher Education; *Interdisciplinary Approach; Internship Programs; *Languages for Special Purposes; Second Language Instruction; Second Language Learning

IDENTIFIERS- Content Area Teaching; University of Kentucky

This paper describes a college-level course on global economics in German, taught jointly by professors from the economics and German departments, designed to teach students business German. Students are assigned the books and other materials relating to global economics in English and required to present a report on what they read to the class in German. Students were specifically instructed not simply to translate the material verbatim but to think about the content of the readings and explain it in their own words in German. Students also read business and company publications in German and presented reports. The instructor had the students use German language sources to help them solve their problems. The paper also describes how networking opportunities with German corporations and foundations were accomplished, creating even more opportunities for the students to become conversant professionally in the target language. (KFT) year, as well as trends in costs for the past 30 years and analyses of college prices in relation to family income and available financial aid. Data include: (1) average fixed charges for undergraduates (tuition and fees and room and board); (2) average nonfixed budget components (books, supplies, and other expenses); and (3) sample student expense budgets for each type of institution. For the 2001-2002 academic year, the average tuition charged by public four-year colleges and universities is $3,754, up from $3,487 in 2000-2001, an increase of 7.7%. Private college tuition increased by 5.5%, from $16,233 to $17,123. Room and board charges increased 4.7% at public colleges, to an average $6,455, and 6.6% at private colleges, to $5,254. Judging by tuition prices, college would appear to be within the reach of most Americans, especially with the availability of more than $74 billion in financial aid. Enrollment in postsecondary education has been rising for all economic, racial, and ethnic groups during the past quarter century. However, trends in college financing present serious problems for low- and moderate-income families. Tuition has run more than 100% ahead of the Consumer Price Index since 1981, but median family income has risen only 27% in real terms. An appendix contains notes and information on data sources. (Contains 10 tables and 15 figures.) (SLD)

ED 457 723 HE 034 369

Trends in Student Aid, 2001.
PUB DATE- 01
NOTE- 27p.; For the companion report, "Trends in College Pricing, 2001," see HE 034 368. For the 2000 edition of "Trends in College Pricing," see ED 446 619.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Federal Aid; Financial Support; Grants; Higher Education; State Aid; Statistical Data; Student Costs; *Student Financial Aid; Student Loan Programs; Tables (Data); Trend Analysis; Work Study Programs

This report presents annual data on the amount of financial assistance available to postsecondary students in the form of grants, loans, and work-study. The objective of the report is to assemble the most complete, comparable, and reliable statistics on student financial aid for the 2000-2001 academic year and for years from 1963-1964 to the present. The study considers only direct aid to students. The most promising trend in student aid that this survey has tracked since the early 1980s has been the growing reliance on borrowing for higher education. Federal programs have largely fueled this trend, in that the federal government provides about 70% of direct aid to postsecondary students, and almost 60% of that aid is now in the form of loans. Available student aid topped $74 billion in 2000-2001, an increase of 7.1% over the preceding year, or 3.5% after adjusting for inflation. Over the past decade, total aid has almost doubled in constant dollars, but the growing reliance on loan programs was responsible for two-thirds of this increase. Loan aid has increased by 136% during the past decade in constant dollars, while grant aid has increased by 64%. Data presented include: (1) aid awarded to postsecondary students in current dollars; (2) average tuition and fee charges; (3) number of recipients and aid per recipient for specific programs; (4) numbers of borrowers, loans, and average loan amounts; and (5) federal outlays on various student aid programs. Appendixes contain tables of aid awarded in current could earn, the reputation of the faculty, and the programs offered. Factors of least importance in the enrollment decision were also identified. (SLD)

ED 457 745 HE 034 398

Johnson, Gordon; Baum, Paul
A Statistically Based Budget Allocation Process. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Criteria; Educational Finance; Evaluation Methods; Higher Education; *Resource Allocation; *Statistical Analysis

With tighter budget allocations, funding for different university budgets items must be managed more judiciously. Subjective criteria are often used to allocate funds to colleges within a university, with the result that allocation decisions can be based on spending differences that are not statistically significant. A statistically based method of managing spending levels would avoid this problem. A control chart appears to be an appropriate statistical tool if modified to account for size differences among academic departments. This paper proposes a control chart modified in this manner. Such a control chart, modified depending on the level at which it was applied, reduces the impact of political pressures on the budget process since it provides an objective basis for allocating funds and establishing accountability. (Contains 10 references.) (Author/SLD)

ED 457 746 HE 034 399

DePaolo, Concetta A.
An Implementation of a Mathematical Programming Approach to Optimal Enrollments. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Planning; *Enrollment; Higher Education; Mathematical Models
IDENTIFIERS- *Mathematical Programming; *Optimization

This paper explores the application of a mathematical optimization model to the problem of optimal enrollments. The general model, which can be applied to any institution, seeks to enroll the "best" class of students (as defined by the institution) subject to constraints imposed on the institution (e.g., capacity, quality). Topics explored include how the model was applied to actual data and the results of that application. The presentation touches on how well the model mimics "real life," insights that can be gained from the output, the model's limitations, and the modifications that have improved their high school completion rates, although these continue to trail those of whites. College participation rates among all high school graduates continue to climb to a new high of 45.2% in 1997. These and other trends are discussed in these sections: (1) "High School Completion"; (2) "College Participation and Educational Attainment"; (3) "College Enrollment"; (4) "College Graduate Rates"; (5) "Degrees Conferred"; and (6) "Degrees Conferred by Field." (Contains 24 tables and 97 references.) (SLD)

ED 457 769 HE 034 426

"AGB Statement on Institutional Governance" and "Governing in the Public Trust: External Influences on Colleges and Universities." The Fundamentals. Board Basics.
PUB DATE- 01
NOTE- 30p.; For a previous version of "AGB Statement on Institutional Governance," see ED 426 675.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Presidents; *Decision Making; Educational Trends; *Governance; *Governing Boards; Higher Education; *Political Influences; Trend Analysis

This booklet contains two statements from the Association of Governing Boards of Universities and Colleges (AGB). The "Statement on Institutional Governance" encourages all governing boards and chief executives to examine the clarity, coherence, and appropriateness of their institutions' governance structures, policies, and practices. It presents some facts and perceptions about changes in higher education and then sets forth seven principles for institutional governance. Six standards of good practice are outlined, and these focus communication of goals and procedures. The second statement, "Governing in the Public Trust: External Influences on Colleges and Universities," focuses on a more specific challenge: the need for all higher education leaders to consider thoughtfully the perspectives of external voices while resisting purely political or ideological agendas. The document reviews principles of citizen governance and discusses the nature of external influences. It also lists five principles for maintaining accountability, independence, and the public trust. (SLD)

ED 457 770 HE 034 427

Reed, William S.
Setting Tuition. Financial Matters. Board Basics.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cost Effectiveness; *Educational Finance; Enrollment; Governing Boards; Higher Education; Student Financial Aid; *Trustees; *Tuition
IDENTIFIERS- Tuition Formulas

This booklet is intended to help trustees of institutions of higher education understand the relationships among tuition, financial aid, and enrollment. It suggests questions trustees

Connecticut Public Higher Education, 2000: Financing Trends.
PUB DATE- 00
NOTE- 50p.; For the 2001 version of "Financing Trends," see HE 034 436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Educational Finance; Educational Trends; Expenditures; Financial Support; *Higher Education; *State Programs; Trend Analysis
IDENTIFIERS- *Connecticut

This document contains information on financing trends in higher education in Connecticut. A summary of the 1999-2001 operating budget shows actual expenditures for fiscal year (FY) 1999, estimated expenditures for FY 2000, the appropriate for FY 2001, and the Governor's recommended budget for FY 2001. These figures are given for the general fund, the operating fund, and the total for each institution in the state system and the Department as a whole. The next section of the report considers higher education spending in the state context. Under the Governor's recommended budget for FY 2001, about 4.5% of total funding is devoted to higher education, excluding general fringe benefit costs that are paid by the state's Comptroller. The evident trend of decreasing higher education funding in the 1990s and beyond is not limited to Connecticut, but the state's experience is more noticeable as a result of its deeper and more prolonged recession. The third section discusses general and operating fund expenditure trends and shows that higher education in Connecticut sustained significant reductions in state support in the early 1990s, with an upswing since then in terms of dollars spent. However, when inflation is taken into account, this represents an erosion of state support by almost 8%. A section on comparative finding indicators shows that Connecticut continues to rank low among the states in terms of state funding levels per resident. The fifth section discusses enrollments trends. Fall 1999 represented the second year of growth in full time equivalent students at public institutions in Connecticut, following a downward trend since 1990. The sixth section presents information on tuition and fees, charting changes in the state's tuition and providing comparisons with other states and the entire United States. "Student and State Share of Costs" describes changes in the relative share of direct educational costs borne by the state and by the student. The eight section, "Student Aid and Statutory Waivers," describes student financial aid awarded and statutory tuition relief afforded some groups, such as veterans and senior citizens. (Contains 40 tables and 20 figures.) (SLD)

ED 457 792 HE 034 457

Higher Education Counts: Accountability Measures for the New Millennium. Public Act 99-285 Progress Report.
PUB DATE- 00
NOTE- 57p.; For subsequent progress reports, see HE 034 458 and 035 464.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Objectives; Higher Education; *Institutional Evaluation; Measurement Techniques; Program Development; *Public Colleges; State Legislation; *State Standards
IDENTIFIERS- *Connecticut

ED 457 813   HE 034 484

Kirshstein, Rita J.; Rhodes, David
Access and Affordability: Refocusing Financial Aid in Maryland.
SPONS. AGENCY- Maryland State Higher Education Commission, Annapolis.
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Delivery Systems; Higher Education; *Paying for College; *State Programs; *Student Financial Aid; Tuition
IDENTIFIERS- *Maryland

The Maryland Higher Education Commission funded the American Institutes for Research (AIR) to review the state's financial aid programs and to make recommendations for improvement. To determine how to improve the content, delivery, and administration of financial aid in Maryland, AIR conducted a number of activities, including a literature review, conversations with experts from other states, focus groups and informal surveys of financial aid directors at Maryland colleges and universities, an informal survey of high school guidance counselors, and interviews with state legislators and educational administrators. Drawing on the information from these sources and document reviews, AIR identified seven areas of concern regarding the delivery of financial aid in Maryland: (1) the proliferation of financial aid programs; (2) adequacy and timing of funding; (3) administration of financial aid; (4) outreach to younger and nontraditional students; (5) graduate and professional education; (6) establishing a first-professional and graduate scholarship program for high-achieving students at historically black colleges and universities; and (7) outdated image. AIR developed 13 recommendations to address these identified areas of concern; these are included in this report. (Contains 6 exhibits and 49 endnotes.) (SLD)

ED 457 814   HE 034 487

Hart, Jennifer L.
Women and Feminism in Higher Education Scholarship: An Analysis of Three Core Journals.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Females; *Feminism; *Gender Issues; *Higher Education; Scholarly Journals; *Scholarship

This study examined the response of higher education to the increased presence of women in the academy through an investigation of academic literature. A feminist framework was used to guide the analysis, which focused on 5 years of three leading journals in higher education: (1) "The Review of Higher Education" (RHE); (2) "The Journal of Higher Education" (JHE); and (3) "Research in Higher Education" (ResHE). Research articles were selected that had titles that indicated that the article concerned women or a subject especially associated with women. Data show that some scholars do use a feminist frame to into the curriculum. Appended are: Initial Program Information, Schools Involved list, and Reference list. (Contains 11 references.) (KC)

ED 457 319 CE 082 161

Martinez, Francisca, Ed.; Weil, Markus, Ed.
The Learning Festivals Guide. An Internationally-Produced Communication Tool in Support of the Launch of the International Adult Learners' Week.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.; Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 27p.; Booklet is also available in German (http://www.unesco.org/education/uie/pdf/alwger.pdf), Spanish (http://www.unesco.org/education/uie/pdf/alwspa.pdf) and French (http://www.unesco.org/education/uie/pdf/alwfre.pdf). Translations by Markus Weil, Josianne Bodart Senn and Marcela Hernandez.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Adults; Developed Nations; Developing Nations; Foreign Countries; International Programs; *Lifelong Learning; *Literacy Education; Partnerships in Education; *Program Development; *Program Implementation; Public Relations; Publicity
IDENTIFIERS- Educational Marketing; International Adult Learners Week; *International Literacy Day
International Literacy Day (ILD) has been celebrated since 1967 and has been the focus of learning festivals held over the years by different countries to recognize adult learners across the world. This guide was developed to strengthen ILD, to share the experiences of educators from around the world who have seen the value of using promotional campaigns to encourage learning by all, to inspire more countries to join the movement and contribute to the experience, and to foster International Adult Learners' Week. Following an introductory section and synopsis of ILD and Adult Learners Week in 10 countries, the guide contains nine sections of information on how to hold a learning festival. The sections cover the following topics: (1) planning events; (2) media; (3) learners' voices; (4) publicity; (5) partnerships; (6) helplines; (7) sponsorship; (8) evaluation; and (9) ten top tips. A final section of the paper includes contacts, information, and acknowledgments. (KC)

ED 457 320 CE 082 175

Mansfield, Bob
Linking Vocational Education and Training Standards and Employment Requirements: An International Manual.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 01
NOTE- 88p.; With contributions by Hermann Schmidt. For Volumes 1 and 2 of the series, see ED 441 994 and 995.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

DESCRIPTORS- *Access to Education; Adult Literacy; Adults; Agricultural Education; Children; *Developing Nations; Educational Needs; Food; Foreign Countries; Hunger; Illiteracy; Literacy Education; Nutrition; Partnerships in Education; Policy Formation; Poverty; Program Development; Public Policy; Rural Areas; *Rural Development; *Rural Education; Rural Population; Rural Schools; Rural Urban Differences; *Sustainable Development; *World Problems
IDENTIFIERS- *Food Security; Sustainable Agriculture; World Food Summit 1996

Reducing the number of undernourished people in all countries to half its present level no later than 2015 is the commitment undertaken by the international community during the World Food Summit of 1996. In order to accomplish this goal, a common vision to work for sustainable growth that favors the poor and provides more resources for health, education, gender equality, and environmental sustainability worldwide is needed. Since the agriculture-only model of rural development has proven inadequate to address poverty education, rural development, and sustainable natural resources management, international assistance to agricultural education has declined. The latest good practices in such domains indicate that the empowerment of poor people, policy, and institutional reforms in the rural sector leading to participation of stakeholders need to be the starting point. At present, however, access to education is lower among rural populations, quality of education is lower in rural areas, and institutional capacity to address education for rural development and food security needs strengthening. In order to move forward, the following areas should be addressed: (1) targeting multiple stakeholders, focusing on Education for All and Food for All; (2) contributing to placing education at the core of the global and national development agenda and food security agenda; and (3) fostering interdisciplinary efforts and new partnerships. (Contains 38 endnotes.) (KC)

ED 457 336   CE 082 338

Hine, William C., Ed.
Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (20th, Charleston, Illinois, September 26-28, 2001).
PUB DATE- 01
NOTE- 156p.; Conference was hosted by the School of Adult and Continuing Education, Eastern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Development; *Adult Education; Adult Educators; Adult Literacy; Adult Students; Community Colleges; *Community Education; *Continuing Education; Culturally Relevant Education; Distance Education; Educational Research; Family Literacy; Independent Study; International Education; Literacy Education; On the Job Training; *Outcomes of Education; Program Evaluation; Research Reports; Research Utilization; Spirituality; Staff Development; Student Attitudes; Teacher Attitudes; Teaching Methods; *Theory Practice Relationship; Transformative Learning; Two Year Colleges; Womens Education

The following 22 research papers are included in this proceedings: "Relationships between Scholarly Activities of Teaching and the Scholarly Activities of Research" (Ahmed Khaled Ahmed and James McElhinney); "Making the Invisible Visible: British Caribbean Immigrant Women & Their Learning Experiences in Institutions of Higher Learning" (Mary V.

ED 457 353 CE 082 377

Padak, Nancy
Poetry in the Adult Literacy Classroom. Teacher to Teacher.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; *Classroom Techniques; Educational Practices; Instructional Materials; Learning Activities; *Literacy Education; *Poetry; Reading Comprehension; Scaffolding (Teaching Technique); Student Educational Objectives; Student Evaluation; *Supplementary Reading Materials; *Writing (Composition)

Some adult learners and teachers have negative memories of their previous encounters with poetry because too much emphasis was placed on the poem's "intent" or dissecting poems to determine their rhyme schemes. However, poetry can be an effective complement to instruction in adult literacy classrooms and can serve as an effective instructional tool for both reading and writing. Because the readability of individual poems ranges from very easy to more complex, instructors can plan whole group instruction using poetry even when learners' reading levels vary. Whether students read poems independently or the instructor reads poems aloud while students follow along with their own copies, poems provide valuable materials for comprehension lessons. Poems can be useful resources for helping beginning readers develop fluency and phonics knowledge. Literacy learners can also write poetry with appropriate scaffolds and support from their teacher. Writing a class poem is another good introductory lesson. Copy change (which entails students using another author's framework to create their own writing) and form poems are effective poetry-writing exercises. To assess students' use of poetry for reading or writing, literacy instructors must first consider their instructional goals. By combining their own assessments with students' self-assessments, instructors can determine whether students are achieving program goals. (MN)

ED 457 354 CE 082 378

Lerman, Robert I.
Improving Career Outcomes for Youth: Lessons from the U.S. and OECD Experience. Research and Evaluation Monograph Series.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 01
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; Articulation (Education); *Career Development; Comparative Education; Conservation (Environment); Construction (Process); Delivery Systems; Demonstration Programs; Developed Nations; Disadvantaged Youth; Dropouts; Early Parenthood; *Education Work Relationship; Educational Attainment; *Educational Improvement; Educational Policy; Educational Research; Educational Trends; Employment Patterns; Employment Programs; Employment Qualifications;

Adult Learning; Conferences; Cooperative Learning; Critical Thinking; Definitions; Documentation; Educational Principles; Guidelines; Holistic Approach; Independent Study; Inservice Teacher Education; Interpersonal Relationship; Observation; Observational Learning; *Peer Relationship; Planning; Portfolios (Background Materials); Postsecondary Education; *Professional Development; *Reflective Teaching; Research Methodology; Systems Approach; *Teacher Collaboration; *Teacher Improvement; Teacher Researchers; Theory Practice Relationship
IDENTIFIERS- Coaching; *Collaborative Learning; Goal Setting; *Reflective Practice

This book is a step-by-step guide for teachers interested in collaborating with their peers to promote their mutual professional development. The book integrates the principles of self-directed learning, cooperative learning, and critical reflection into a system in which teachers coach one another and collaborate in action research as the primary method to refine the practice of their teaching. Chapter 1 reviews established approaches to professional development and the benefits of collaborative professional development. Chapter 2 details the following steps in outlining a collaborative professional development program: (1) use a teaching portfolio to identify professional development goals; (2) write a learning plan to attain selected goals; (3) establish a collaborative arrangement with a peer; (4) refine the learning plans; (5) consult the administration; (6) implement the learning plans; (7) serve as a coach and/or co-researcher; (8) revise the teaching portfolio to reflect accomplishments; and (9) repeat steps 1-8 as desired. Chapters 3-9 discuss the following topics: (1) identifying professional development goals; (2) establishing a collaborative relationship; (3) planning coaching activities ; (4) using four methods to observe teaching; (5) conducting coaching conferences; (6) conducting action research; and (7) nurturing and closing a collaborative relationship. (Contains 52 references.) (MN)

ED 457 371 CE 082 410

Australian Adult and Community Education (ACE) Statistics, 2000: An Overview. Australian Vocational Education and Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Programs; Adult Students; Annual Reports; *Community Education; Comparative Analysis; Conventional Instruction; Course Content; Course Selection (Students); Definitions; Delivery Systems; *Education Work Relationship; Educational Attainment; Educational Demand; Educational Supply; *Educational Trends; Employment Level; Employment Patterns; Enrollment Trends; Foreign Countries; Geographic Location; Informal Education; Outcomes of Education; Postsecondary Education; Sex Differences; *Student Characteristics; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; Australian Qualifications Framework; TAFE (Australia)

Of the 477,800 students reported to Australia's national vocational education and training (VET) data collection in 2000, 237,900 were enrolled in a vocational adult and community education (ACE) program. More than 70% of the latter

Development; *Linking Agents; National Organizations; Networks; *Organizational Development; Organizational Objectives; Partnerships in Education; Policy Formation; Position Papers; Postsecondary Education; Program Administration; Promotion (Occupational); *Public Policy; Recruitment; Research and Development; School Business Relationship; Strategic Planning; Systems Approach; Trend Analysis; *Unskilled Workers; Work E Employer Role
IDENTIFIERS- Employer Role

As policymakers have begun reorienting the U.S. work force development system's priorities, a common theme has been the importance of work and training tied to real employment prospects. Workforce Innovation Networks (WINs) was created to test and advance the idea that local employer organizations can play important, productive roles in helping low-wage and less-skilled workers advance in the labor market. Competition and changes in work organization have reduced the on-the-job training that traditionally enabled low-skill workers to advance in larger companies. To better respond to labor market pressures, employers have begun turning to their industry-based and broad-based local employer organizations for support and assistance. The WINs initiative's experience with employer organizations has identified the following basic types of work force development activity that can serve member needs and help advance low-income workers in the labor market: convening and supporting employers; brokering and providing services to employers and workers; improving the delivery of education, training, and support services; conducting research and development of work force development strategies and products; and helping govern and improve the work force development system. Four key challenges facing employer organizations were identified along with policy approaches that can stimulate greater business/employer engagement in work force development. (MN)

ED 457 388 CE 082 431

Miller, Marc S.
Finding Common Ground: Local Intermediaries and National Industry Associations. Issue Brief.
PUB DATE- 01
NOTE- 13p.; Publication of the School-to-Work Intermediary Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Advocacy; Community Organizations; Credentials; Curriculum Development; Demonstration Programs; *Education Work Relationship; Educational Cooperation; Educational Improvement; Educational Planning; Guidelines; Innovation; Instructional Materials; *Linking Agents; *National Organizations; National Standards; Organizational Development; *Organizational Objectives; *Partnerships in Education; Position Papers; Postsecondary Education; Public Policy; *School Business Relationship; Secondary Education; Standard Setting; Young Adults; Youth
IDENTIFIERS- Intermediaries

Local school-to-work intermediaries and national industry associations share the goal of organizing employers to improve learning and career opportunities for young people. Each type of organization has much to offer the other. Local school-to-work intermediaries perform the following essential functions: convene local employers and other leaders; broker and/or provide services to workplace partners, educational areas of England and Wales that are considered representative of the country's different areas. They illustrate possible action plans for the following areas: (1) a city with a low level of wealth creation, a preponderance of low-wage jobs, and a sizable population from minority groups; (2) a county with relatively low levels of unemployment that was characterized by rapid growth in the 1970s and 1980s and whose population is becoming increasingly multicultural; and (3) a poor rural county with a rather disperse population of 485,000, 392,000 of whom are adults. (MN)

ED 457 405   CE 082 468

Wonacott, Michael E.
Adult Students: Recruitment and Retention. Practice Application Brief No. 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Adoption (Ideas); Adult Education; *Adult Students; Distance Education; Educational Attitudes; Guidelines; Information Needs; Marketing; *Orientation; Orientation Materials; Relevance (Education); *School Holding Power; Student Educational Objectives; Student Motivation; Student Needs; *Student Recruitment; *Student School Relationship; Theory Practice Relationship
IDENTIFIERS- *Educational Marketing

How to attract and retain adult students remains an enduring question for adult education providers. Recent research sheds light on adult learners' unique learning goals, needs, and aspirations and offers guidance on recruiting and retaining adult learners. Adult students' participation and persistence in educational activities is a complex phenomenon involving situational, dispositional, and institutional factors. Because adult participation is shaped by access to program information, recruitment should be viewed as a multistep process of drawing people into programs. Adult education providers must market their programs. Many view orienting adult students to educational programs as the first step toward retention. Adult students need full information about the relevant details of educational programs. Adults in distance education degree programs need information about the technology and procedures used to provide content and establish and maintain communication. Adult students also need information on services available to help them meet their individual needs. Early and continuous follow-up and attention, both inside and outside the classroom, form a constant theme in adult student retention. Beginning with recruitment, the adult learner should be seen as a partner in a learning process that builds on motivations, counsels rather than tests, emphasizes relevance, and recognizes resistance. (Contains 23 references.) (MN)

ED 457 406   CE 082 469

Kerka, Sandra
Nontraditional Employment and Training. Trends and Issues Alert No. 30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

existing database gathered by Dr. John R. Jacobs in 1996 from Northeastern State University. The sample consisted of 123 participants of whom 76% were female and with a mean age of 23. Participants answered questions concerning personality; attachment; relationship satisfaction; substance use; and demographic factors. Participants were broken into two alcohol use styles (light, heavy) and two nicotine use styles (smoker, non-smoker). Two stepwise discriminate analyses were used to examine factors that predicted membership into alcohol and nicotine use styles. Light drinkers were more agreeable and conscientiously less extraverted and fearfully attached than heavy drinkers. Three predictor variables successfully classified 65% of the grouped cases into a nicotine-use style. Non-smokers were more conscientious and preoccupied than smokers. Smokers were more dismissing than non-smokers. (Contains 49 references.) (Author/JDM)

ED 457 424 CG 031 129

Donald, Maria; Dower, Jo; Lucke, Jayne; Raphael, Beverley
The Queensland Young People's Mental Health Survey Report.
SPONS. AGENCY- Queensland Health, Brisbane (Australia).
PUB DATE- 00
NOTE- 87p.; Part of the Young People at Risk Program carried out by the Research and Evaluation component in the Centre for Primary Health Care, School of Population at the University of Queensland. Document is "Report 21."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *At Risk Persons; *Depression (Psychology); Family Relationship; Foreign Countries; Interpersonal Competence; *Mental Health; Peer Relationship; Suicide; Surveys; Young Adults
IDENTIFIERS- Australia (Queensland); Risk Taking

This study's data were collected by telephone and written questionnaires from 15- to 24-year-olds, the age reported to be at high risk for disorders such as depression. The survey revealed that of those contacted, one in four females and one in eight males reported high levels of depressive symptomatology. One in three had suicidal thoughts at some time. There were significant levels of risk-taking behavior including smoking, drinking, taking drugs, and engaging in unprotected sexual activity. Risky behaviors correlated with depression risk, but the direction of causality was not established. Young people in the study did not use traditional mental health services, but tended to rely on family and friends. Seventy-one of the young people who reported that they had attempted suicide did not receive medical assistance or see a mental health professional. Findings provide the basis for recommendations that stress the need for initiatives to decrease risk factors for depression among young people. The study's results also stress the need to enhance young people's interpersonal skills in order to enhance their family attachments and social relationships. (Contains 19 figures, 38 tables, and 53 references.) (JDM)

ED 457 425 CG 031 161

Walz, Garry R., Ed.; Bleuer, Jeanne C., Ed.
Assessment: Issues and Challenges for the Millennium.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

IDENTIFIERS- *Functional Behavioral Assessment; New Zealand

This paper presents a new approach to contextualized problem analysis developed for use with multimodal Functional Behaviour Assessment (FBA) at Massey University in Auckland, New Zealand. The aim of problem analysis is to simplify complex problems that are difficult to understand. It accomplishes this by providing a high order framework that can be applied for mapping the problem dimensions, inter-relationships, etiology, and courses of action. The problem analysis approach is considered to be a useful guide, and its framework offers structure for psychologists who are engaged in mapping complex casework within the immediate environment of students or projects involving the wider systems of education. A contextualized process of consultation through problem analysis is outlined and discussed. This framework promotes communication and a shared understanding among all of those involved in dealing with problem situations. (Contains 14 references, 2 figures and 2 tables.) (JDM)

ED 457 448 CG 031 216

Jones, Paul L.
Attention Disorder Drugs: Few Incidents of Diversion or Abuse Identified by Schools. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; *Drug Abuse; Government Publications; *High Schools; *Middle Schools; Principals; Public Education; State Departments of Education; State Regulation; Substance Abuse

There is no data on the extent to which attention disorder drugs have been diverted or abused at school, or the extent to which state laws or regulations guide local school offices in safely administering these drugs. To clarify these issues, this report provides information on and analysis of: (1) the diversion and abuse of attention deficit disorder drugs in public schools; (2) the school environment in which drugs are administered to students; and (3) the state laws or regulations addressing the administration of prescription drugs in schools. Information addressing the first two objectives came from principals surveyed from a representative national sample of public middle and high schools. Only 8% of principals reported knowing of attention disorder drugs being diverted or abused at their school, and approximately 89% reported that abuse of other illicit drugs was more of a problem. For the third objective, state Department of Education officials were surveyed. Thirty-seven states and the District of Columbia have statutes, regulations, and/or mandatory policies addressing the administration of medication to students. Almost 90% of principals reported their school received state and/or local guidance regarding the administration of medication. Appendixes include the surveys used in this research: Objectives, Scope, and Methodology, Anecdotal Accounts, Related Studies, and State Statutes, Regulations, and Mandatory Policies Addressing the Administration of Medication to Students. (ADT)

ED 457 449 CG 031 217

Erwin, Terry McVannel
Eye Movement Desensitization and Reprocessing: A Critical

An examination was made of how newly hired counselors in eastern North Carolina were functioning in schools. An attempt was also made to determine the counselors' level of satisfaction with these roles. School principals of participating counselors completed surveys to ascertain the degree to which their perceptions agreed with that of their counselors. A total of 45 counselors and 30 principals completed the surveys. A majority (62%) of the counselors agreed that they were prepared for their positions. However, almost a third indicated that they were not prepared for what the schools expected of them. The findings indicated some differences between the perceptions of counselors and principals regarding certain responsibilities, roles, and functions. They also had different perceptions of the amount of time counselors spend in direct services. Overall, a majority of principals and counselors agreed on the need for comprehensive programs but noted that other demands take counselors away from their primary function. The general level of job satisfaction for the school counselor was a serious concern and suggestions are offered to help solve this problem. Counselors indicated that they received little or no mentoring from other school counselors and thought such a service would be helpful. (Contains 10 references.) (JDM)

ED 457 471 CG 031 249

Posy, Yosef
Attitudes of Mental Health Workers and Psychologists Regarding the Usefulness of Mediated Learning Experience as a Supplement to Multi Systemic Treatment.
PUB DATE- 01
NOTE- 25p.; Master of Arts Thesis, Touro College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Counseling; Drug Rehabilitation; Elementary Secondary Education; Intervention; *Outcomes of Treatment; School Psychologists; Social Workers; *Substance Abuse
IDENTIFIERS- Comorbidity; *Mediated Learning Experience; *Multisystemic Therapy

This study compares the attitudes of two groups of professionals involved in adolescent drug and alcohol treatment regarding the usefulness of Mediated Learning Experience as a supplement to Multi Systemic Treatment (MST) for substance abuse. Fifteen social workers and 15 school psychologists completed a rating scale to record their opinions of MST, to assess their reactions to several areas of therapy, and to answer questions about parents and teachers as part of the therapy process. The survey found a favorable attitude toward considering this inclusion, as well as no difference between the attitudes of the two groups. Limitations were noted on the size of the groups and the method used to obtain respondents. Respondents voiced a positive attitude regarding the addition of MLE to their treatment plans. The useful role of the school psychologist was demonstrated regarding their ability to contribute to data-based decision making. (Contains 20 references.) (JDM)

ED 457 472 CG 031 251

State Plan: Vocational Education for Youth in Juvenile Justice Commitment Facilities.
PUB DATE- 01
NOTE- 116p.

NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Codes of Ethics; *Counseling; Counselor Client Relationship; Counselor Training; Cultural Pluralism; Decision Making; Foreign Countries; Professional Associations; Professional Services; *Standards
IDENTIFIERS- Canada

This booklet expresses the ethical principles and values of the Canadian Counseling Association and serves as a guide to the professional conduct of all its members. It also informs the public served by the association of the standards of ethical conduct for which members are to be responsible and accountable. This guide reflects the values of integrity, competence, responsibility, and an understanding of and respect for the cultural diversity of society. The Code is not a static document but will need revision over time because of the continuing development of ethical knowledge. A brief overview presents the steps involved in ethical decision making. Other topics covered include professional responsibility, counseling relationships, counseling and private practice, evaluation and assessment, research and publications, and counselor training and supervision. (JDM)

ED 457 493 CG 031 276

Schulz, William E.
Counselling Ethics Casebook, 2000. Second Edition.
PUB DATE- 00
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Case Method (Teaching Technique); *Codes of Ethics; *Counseling; Counselor Client Relationship; Counselor Educators; Counselor Training; Cultural Pluralism; Decision Making; Foreign Countries; Professional Associations; Professional Services; Standards; Supervision; Writing for Publication
IDENTIFIERS- Canada

There are many issues that cannot be handled completely in any code of ethics, and casebooks have been developed to help provide some clarification. The general intent of casebooks is to help educate counselors, counselor educators, and counseling researchers. Some specific objectives of this second edition include promoting the discussion of ethical issues in practice, demonstrating a willingness of the practice to regulate itself, and providing examples of each of the articles in the Canadian Counselling Association (CCA) Code of Ethics. Following the introductory chapter, the casebook is divided into six additional chapters, each dealing with one of the six sections of the CCA's Code of Ethics. Beginning with chapter 2, specific cases are presented, designed to illustrate, clarify, and analyze each of the 70 articles. This section deals with general issues of the professional behavior of counselors. Chapter 3 deals with important issues related to confidentiality, recordkeeping, informed consent, and many others. Chapter 4 discusses issues concerning consulting and private practice. Chapter 5 covers evaluation and assessment. The last two chapters deal with research and publication, and

Walfish, Steven
Clinical Practice Strategies outside the Realm of Managed Care.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; Counselor Role; *Health Maintenance Organizations; *Psychologists; *Role; Theory Practice Relationship
IDENTIFIERS- *Private Practice (Professions)

While more and more psychologists criticize managed care companies, most must depend upon them in order to maintain their practices. In this study, psychologists were surveyed and asked to identify activities in their own independent practice that fall outside of the purview of managed care. A total of 180 specific activities were identified that were rationally grouped into 10 separate categories. These included: (1) Business Psychology; (2) Consultation to Organizations; (3) Fee-for-Service; (4) Forensic Psychology; (5) Group Therapy; (6) Health Psychology; (7) Psychoeducational Services; (8) Services To Government; (9) Teaching and Supervision; and (10) Miscellaneous. Implications of these data for psychologists in their practices are discussed. (Contains 31 references.) (Author/JDM)

ED 457 516 CG 031 309

Biaggio, Maryka
Navigating Roles in Mentoring Relationships with Graduate Students.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Ethics; *Graduate Students; Higher Education; Interprofessional Relationship; *Mentors; Role; Teacher Student Relationship

This paper offers guidelines to faculty on the conduct of faculty-student mentoring relationships, and suggestions of how to maintain ethical relationships with their students. The first guideline states that faculty must acknowledge the power and responsibility of the faculty role. The second explains how faculty need to develop a framework for evaluating the faculty-student relationships. An explanation is provided of what constitutes an ethical and constructive mentor-mentee relationship. Ethical considerations should be an ongoing aspect of professional behavior rather than a concern that arises only in response to ethical problems. Awareness of multiple role issues and experiences in addressing these issues can provide valuable lessons for student's future professional interactions with clients, students, and other professionals. (JDM)

ED 457 517 CG 031 310

Richard Fossey, and Jim Walsh); "Student-to-Student Sexual Harassment: A Taxonomy of Court Decisions--Which Tack Will the Supreme Court Take in a Sea of Analyses?" (Kathleen A. Sullivan); "Learning the Law: The Growing Field of In-House School Counsel" (Gregory M. Logan and Henry I. Willett, Jr.); "The Rights of Higher Education Students with Disabilities" (Stephen B. Thomas); "Student Discipline Post-IDEA Reauthorization: Will the Pendulum Swing Back toward Segregated Settings?" (Cheri C. Magill, Kathleen S. Mehfoud, John S. Oehler, and Richard S. Vacca); "Academic Freedom in Classroom Instruction: The Myths and the Realities" (John L. Strope, Jr., Donald F. Uerling, and Bernadette Marczely); "What Can (and Should) a School District Do To Create Safe Schools?" (Mary H. B. Gelfman); "Peer-to-Peer and Same Sex Sexual Harassment" (Margaret A. Chidester, Geraldine Jaffe, and Karen L. Michaelis); "Internet and E-Mail Policies in Schools" (Jon E. Anderson); "Legal Pitfalls of IEP Meetings" (Susan G. Clark and Julie C. Martin); "Navigating Education Law Dissertation Waters to Safe Harbor and Professional Involvement" (Amy M. Abernethy, Lois F. Berlin, Joan L. Curcio, and Louis M. Millhouse); "Who Owns Intellectual Property Used in the Electronic Classroom?" (Kenneth E. Lane, Michael D. Richardson, and Dennis W. Van Berkum); "Is Affirmative Action in University Admissions Unconstitutional? 'Bakke and Hopwood' Reconsidered" (Philip T. K. Daniel); "We Are What We Wear: Revisiting Student Dress Codes" (Christopher B. Gilbert); and "Equal Opportunity in Interscholastic Athletics: Identifying and Eliminating Gender Barriers" (Raymond L. Gregory, Robert R. Hunt, and John W. Murry, Jr.). (Each paper contains references.) (RT)

ED 457 539 EA 031 239

Lines, Patricia M.
Homeschooling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Home Schooling; Nontraditional Education; Parents as Teachers; State Regulation

Homeschooling has grown over the past several decades. It is estimated that 923,700 to 1,275,098 children will be homeschooled by the 2001-02 school year. Homeschooling families come from all major ethnic, cultural, and religious backgrounds and all income levels. Homeschooling parents are commonly active in their communities and join community and volunteer associations. Today, homeschooling is legal in all states. State laws generally require homeschooling parents to file basic information with a state or local education agency. More than half of the states require evaluation such as testing, portfolio evaluations, or teacher evaluation. Parents do not need teaching certificates. Mothers commonly play the dominant role in the children's education, though fathers usually pitch in. Local and state support groups offer advice and assistance. There is at least one state-level homeschooling association in every state. Popular resources include libraries, museums, colleges, parks departments, churches, local businesses, and schools. Available test data show that homeschoolers do well. For example, one study of 12,000 homeschooled children showed

South Carolina, Wyoming, Ohio, Texas, and Alabama which strongly declare that education in their states is not provided with adequate financial support. Section 2 provides five methods for establishing adequacy: the normative-data model, the desired-results model, the resource model, the education-priority model, and the econometric model. Section 3 provides a program for establishing an exemplary adequate-finance system for education in any state. Adequacy differs from state to state because of historic practices, geographic value of education, legislative action, and economic development; hence this fastback deals with adequacy within states, not among states. It is intended as an aid to legislative bodies, state boards of education, and school finance personnel. The document ends with references, a bibliography of books recently published by the Phi Delta Kappa Educational Foundation, and an order form. (RT)

ED 457 559 EA 031 288

Haynes, Charles C.
Religious Liberty and the Public Schools. Fastback 479.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Civil Rights; Elementary Secondary Education; *Public Schools; Religion; Religious Education; Religious Factors; Religious Holidays; *Student Rights
IDENTIFIERS- Reform Efforts

The First Amendment supports one of the boldest and most successful experiments in religious liberty in human history. The challenge for 21st Century America is to sustain this extraordinary arrangement and expand its principles more fairly and justly to each and every citizen. Public schools are the principal institution charged with enabling Americans to live with one another's deepest differences. Over the past decade, religious and education groups from across the spectrum have adopted a series of consensus guidelines on matters of religious liberty such as religious holidays, student clubs, and cooperative arrangements between religious communities and public schools. The central philosophy revolves around the "civil school," where religion is not inculcated or inhibited but treated with fairness and respect. Such schools demonstrate fairness in that the curriculum includes study about religion, where appropriate, taught neutrally and objectively and as part of a complete education, for example, as a component and contributor to history, social studies, and literature, among other subjects. Proposed reform efforts include educating school leaders, adopting local policies, teaching the First Amendment, preparing teachers, offering religious studies, improving staff development, certifying religious studies, reforming the curriculum, and developing new classroom resources. (RT)

ED 457 560 EA 031 289

Owings, William A.; Kaplan, Leslie S.
Alternatives to Retention and Social Promotion. Fastback 481.
PUB DATE- 01
NOTE- 52p.; Sponsored by the Kennesaw Mountain Georgia Chapter of Phi Delta Kappa International.

financial impact of the choice program on participating districts, and to determine if the thesis behind the market-competition model of education was being borne out in that state. This study updates the work done by Armor and Peiser. It gathers data for 2 additional years of the interdistrict choice program and similar data for the state's charter-school program as well. This update, for the most part, confirms the demographic findings of the initial study with regard to interdistrict choice. The racial impact on sending districts continues to be negligible. The impact on some of the receiving districts was to increase racial diversity; this positive effect continues and is increasing. Clearly, more minority students are taking advantage of the interdistrict choice program. Because many more districts are senders than are receivers, the financial losses are distributed more widely than the gains. Consequently, losses continue to amount to only very small portions of the operating budgets of even the highest sending districts, while the gains to some receiving districts are more substantial. The case-study districts used by Armor and Peiser to test the market competition thesis also continue to support their findings. Overall, the update confirms that the Massachusetts school-choice programs continue to benefit many while harming few. An appendix contains an evaluation of the author's draft paper. (DFR)

ED 457 579 EA 031 331

What the Research Reveals about Charter Schools: A Summary and Analysis of the Studies.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; *Comparative Analysis; Educational Change; Elementary Secondary Education; *Equal Education; Institutional Autonomy; Nontraditional Education; Public Schools; *Research Projects; *Scores

The focus of most analysts involved in education reform seems to be whether charter schools are successful. This paper identifies 53 research-based studies that draw mainly objective conclusions based on evaluation of data. Literally, hundreds of policy papers, study articles, and analyses have been written on the charter-school phenomenon, an educational innovation that has skyrocketed from just one school in 1992 to more than 2,000 schools in place for the 2000-2001 school year. This report summarizes each of the 53 studies and offers critiques of charter schools. The majority (50) of these papers assert that charter schools have been innovative, accountable, and successful and have created both opportunities for the children who attend them and have had a positive "ripple" effect on traditional public schools within their jurisdiction. An appendix contains common criticisms from opponents and proof they are unfounded. (DFR)

ED 457 580 EA 031 332

DeSchryver, Dave
School Choice Today.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English

ED 457 598 EA 031 359

Lashway, Larry
Incentives for Accountability. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Incentives; Merit Pay; Positive Reinforcement; *Rewards; *Sanctions
IDENTIFIERS- ERIC Digests; *Reform Efforts

Policymakers and educators are taking a new look at incentives as they work to improve accountability systems. This ERIC Digest examines the role of rewards and sanctions in school reform and identifies key issues in implementing incentive systems. The new accountability is based on five components: carefully designed standards, assessments aligned to these standards, incentives, publicly reported assessment results, and professional development to enhance practitioner skills. Incentives provide the motivational fuel for change. Reward alternatives include competency-based pay and pay for performance. States typically offer rewards to schools rather than individual teachers. Sanctions applied to low-performance schools include replacing the existing management team with state appointees, or reconstituting the schools by transferring practitioners or requiring them to reapply for their positions. At present, no conclusive data show that these sanctions produce any positive motivation toward change. Teachers seem to be motivated more by the small and unmeasurable signs of individual student progress than by monetary rewards. Done well, incentives can play a useful supporting role; done carelessly, they can create dissension among teachers when schools are encouraging them to collaborate. (Contains 11 references.) (RT)

ED 457 599 EA 031 381

The Jossey-Bass Reader on School Reform. The Jossey-Bass Education Series.
PUB DATE- 01
NOTE- 537p.; Introduction by Lesley Iura.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Disadvantaged Youth; Educational Development; *Educational Policy; *Educational Practices; Elementary Secondary Education; Federal Courts; Foreign Countries; *Politics of Education; *Public Schools; Resistance to Change; Social Promotion; Testing
IDENTIFIERS- *Reform Efforts; Supreme Court; USSR

This anthology is intended to serve as an introduction to some of the big issues that shaped and continue to shape policy, practice, and debate over public schooling. Perspectives on these issues are presented in 32 chapters: (1) "The Educational Situation" (John Dewey); (2) "Progress or Regress?" (David Tyack and Larry Cuban); (3) "Reformers, Radicals, and Romantics" (Diane Ravitch); (4) "Opinion of the Court, 'Brown v. Board of Education'" (U.S. Supreme Court); (5) "Soviet

Disabilities (11th, Seattle, WA, August 1-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Community Programs; *Cost Effectiveness; Financial Support; *Group Homes; Housing; Independent Living; *Mental Retardation; Predictor Variables; *Program Costs; *Residential Institutions; State Programs; *Supported Employment
IDENTIFIERS- Nebraska; South Dakota; Wyoming

A database was assembled from data collected on all people served by the Developmental Disabilities divisions of Nebraska, South Dakota, and Wyoming, including state institutions and state-funded programs (n=5,928). Information included provider expenditures associated with each individual, allocations made by individual reimbursement rates, services/supports received, funding sources, and individual characteristics as measured by the Inventory for Client and Agency Planning. Results from the analysis found institutions had the highest costs. Although Home and Community-Based Service recipients experienced lower levels of independence than people funded with state money, their costs were higher. South Dakota's people had the highest independence scores. This was attributed to their relatively high utilization of supervised apartments and supported living. Wyoming's costs and rates were higher than those for the other two states, presumably a result of the "Weston v. Wyoming" lawsuit. Supported employment was less expensive than community facility-based daytime programs but this finding was not consistently found in all states. South Dakota, which had a relatively higher utilization of supported employment, also had significantly higher supported employment costs. Evidence substantiated a diseconomy of scale function, as costs increased steadily with agency size. (Contains 23 references.) (CR)

ED 457 617 EC 308 623

The Accessible Future.
PUB DATE- 01
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); Administrator Role; Adults; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; Federal Programs; *Internet; Law Enforcement; Leadership; *World Wide Web
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

The fourth in a series on implementation and enforcement of major civil rights laws relating to Americans with disabilities, this report looks at how such enforcement relates to electronic and information technology. As used in this report, Electronic and Information Technology (E&IT) particularly involves the Internet, the World Wide Web, and select information/transaction machines. The study analyzed all relevant statues, regulations, and case law bearing on the scope and enforcement of disability civil rights laws, interviewed key federal officials involved in the process of making E&IT accessible, reviewed federal documentation of accessibility policies and practices, and analyzed nongovernmental reports and studies of E&IT accessibility. Findings indicate that individual leadership and commitment on the part of officials and staff, particularly federal agencies, paired together who displayed opposite strengths and weaknesses on the eight independent multiple intelligences. Initially, one student who displayed strengths in the academic areas of mathematics and reading but was weaker in the area of emotional social skills was paired with another student displaying the opposite profile. A mathematics curriculum was designed and the two students worked interactively on the various mathematics activities. The use of the physical intelligences to address kinesic abilities was incorporated as a method of instruction using hands on activities, computer games, manipulatives, and movement activities. In a follow-up study, students (n=16) in two separate 9th grade special population science classes were paired as lab partners on a science project; one class was paired using MI skills assessments and the other class was paired randomly. Generally, students in the MI groups improved in their weak areas in both studies. MI groups scored higher in the concept area when there was higher student cooperation. (Contains 13 references.) (CR)

ED 457 637 EC 308 647

Jackson, James Claude
Exploring the Relationship between Schizophrenia, Affective Illness, and Creativity.
PUB DATE- 01
NOTE- 55p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; Cognitive Development; *Creative Expression; *Creative Thinking; *Creativity; *Depression (Psychology); Individual Characteristics; *Mental Disorders; *Schizophrenia; Symptoms (Individual Disorders)
IDENTIFIERS- *Manic Depression

This paper reviews literature on the relationships among schizophrenia, affective illness, and creativity. Historical perspectives on this relationship are explored and recent efforts in empirical research are discussed and critically evaluated. Results offer limited support for the proposition that schizophrenia is linked to creativity. The negative symptoms of schizophrenia (e.g., poverty of speech, lethargy) were found to limit creativity more than encourage it. Evidence does suggest, however, that bipolar disorders are positively correlated with high creativity and are prone to actualizing creativity if certain conditions exist. This ability appears to be dynamic; that is, it is manifested more significantly during some periods, instances, and affective states than others, particularly when an individual's mood is mildly or moderately elevated. Another definitive finding is that artists and writers suffer from affective illness more frequently than the general population. Artists and others believed to be prolific creators had higher rates of unipolar depression and bipolar spectrum illness as well as treatment histories than do others in the general population. The paper concludes that the robustness of these findings is limited by the methodological and conceptual weaknesses that characterize much of the research addressing these questions. (Contains 48 references.) (CR)

ED 457 638 EC 308 649

Hewitt, Amy; Larson, Sherri; Sauer, John; O'Neil, Susan
Removing the Revolving Door: Strategies To Address Recruitment

(5) helping children learn in inclusion; (6) the language of the curriculum; (7) the language of instruction; (8) the language of the hidden curriculum; (9) the language of educational testing (modifications and accommodations); (10) the language of classroom routines; (11) social interactive communication; and (12) augmentative and alternative means of communication. An appendix includes planning forms and a list of resources. (Individual chapters contain references.) (DB)

ED 457 656 EC 308 668

Markowitz, Joy
Part C Service Coordination: State Policies and Models. Synthesis Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 16p.; Project Forum at NASDSE.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Agencies; Agency Cooperation; *Delivery Systems; *Disabilities; *Early Intervention; Infants; Models; National Surveys; Policy Formation; Preschool Education; *Services; Toddlers; Values
IDENTIFIERS- *Individuals with Disabilities Education Act Part C

This brief paper summarizes data from a survey of state coordinators of Part C of the Individuals with Disabilities Education Act concerning service coordination to infants and toddlers with disabilities. The survey examined variations in service coordination at the state level including roles of parents, values of key stakeholders, sources of funding, and the general approach to service provision in which service coordination is embedded. Findings are reported under the following headings: satisfaction with the state's service coordination model, values related to service coordination, system entry, role of service coordinator and lead agency, role of the family, role of paraprofessionals, state policies related to service coordination, monitoring at the local level, evaluation, funding sources, and level of interagency service delivery coordination. Discussion finds that the use of federal and state policies to modify and reform service delivery has historically encountered such challenges as the lack of shared values and vision among stakeholders, professional resistance and lack of skills, lack of policy and system models to guide in policy implementation, and lack of sufficient leadership. (DB)

ED 457 657 EC 308 669

Ahearn, Eileen M.
Performance Goals and Indicators for Special Education. Proceedings of a Policy Forum (Arlington, Virginia, May 14-16, 2001).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 17p.; Convened by Project Forum at NASDSE in conjunction with The Educational Policy Reform Research Institute.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; Compliance (Legal); *Data

clinical, and assessment issues in reading and writing delays and disorders. Topics include the following: integrating different theoretical approaches (cognitive psychology, neuropsychology, constructivism) into clinical approaches to reading and writing difficulties; difficulties of kindergartners in understanding the concept of reading and writing; a comparison of spelling, oral reading, and reading content in whole language and phonics-oriented first grade classes; the connection between visual processing and dyslexia; a reading evaluation tool for students with personality and behavior troubles; the use of writing by a deaf student; the role of the speech therapist in charge of deaf children in bilingual education; connections between difficulties in reading and writing and in accepting social norms; a therapeutic method for remediating surface dysgraphia; using "metagraphic explanations" with students with severe spelling difficulties; a comparison of text production between students with and without dysorthographia; a longitudinal analysis of text production; a didactic sequence for teaching/learning narrative discourse; and reflections on teaching versus therapy. (JSS)

ED 457 681   FL 026 900

Lusk, Edward J.; Roske, Marion
Meta-Rhetoric: The Art of Counterpoint.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Films; French; *Language Styles; Memory; *Metalinguistics; Novels; *Rhetoric; Second Language Instruction; Second Language Learning; *Written Language

This paper attempts to define meta-rhetoric. Meta-rhetoric is a collection of micro-rhetoric taken together to suggest a larger image in the mind's eye of the reader. An analogy is suggested between a large graphic image comprised of numerous individual mini-images. It is asserted that, in an analogous manner, readers of a text organized around a meta-rhetorical counterpoint can be drawn into the textual development as co-producers of the textual imagery. As the text is read, the various elements of the micro-rhetoric begin to form and suggest a global image in the mind's eye. This paper presents three aspects of the way meta-rhetoric is used in textual styling, illustrating with examples drawn from the following French artistic expressions: texts, speeches, films, and novelettes. It is concluded that meta-rhetoric can be used to stylize text is three ways: through textual seasoning, memory, and sign posting. (Contains 16 references.) (KFT)

ED 457 682   FL 026 902

Johnson, Kimberly
Social Identities and the NNES MA TESOL Student.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Education; *English (Second Language); Graduate Students; Higher Education; Language Teachers;

ED 457 702 FL 801 456

Singleton, Kate
The Dinka of Sudan: Family Traditions in Transition.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Cultural Awareness; Family Role; Family School Relationship; Foreign Countries; Immigrants; Limited English Speaking; *Refugees
IDENTIFIERS- *Dinka; *Sudan

This paper examines the core values of the Dinka tribe of Sudan, focusing on the most prominent aspects of their family life. The paper also examines how the Dinka family is changing in the face of Sudan's civil war and modernization. It concludes with suggestions for new directions that social work can take to facilitate the transition of the Dinka refugees into unfamiliar cultures outside of Sudan. (KFT) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 457 703 FL 801 457

Singleton, Kate
Teaching Literacy Students in Your ESL Class.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Virginia Adult Institute for Lifelong Learning--English as a Second Language (VAILL-ESL) Conference (July 28-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Class Activities; *Classroom Techniques; *English (Second Language); Immigrants; *Inservice Teacher Education; Language Teachers; Lesson Plans; *Literacy Education; Multilevel Classes (Second Language Instruction); Second Language Instruction; Second Language Learning

This package of information from a teacher training workshop is designed to be used by English-as-a-Second-Language (ESL) teachers working with literacy students. Training objectives are for participants to identify the following: characteristics of adult ESL learners, the methods most effective in adult ESL literacy instruction, and strategies for classroom management. Participants are also taught to create a lesson plan for literacy students in a multilevel class. Also included are six literacy learner profiles. Handouts suitable for photocopying are also included. Four brief information sheets are also provided: "Reading Theory Made Simple"; "Multi-Level Lesson Plan Idea"; "Tips To Live by When Teaching ESL Literacy"; and "Self Access Materials for Literacy Students." (KFT) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 457 704 FL 801 458

Tolbert, Michelle
English Literacy and Civics Education for Adult Learners. Special Policy Update.
PUB DATE- 01

and constant dollars over the past decade. (Contains 10 figures and 14 tables.) (SLD)

ED 457 724 HE 034 373

Whitfield, Duane; Pitter, Gita Wijesinghe; Howat, Claudia
Determining the Impact of Universities on Workforce Development. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 66p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; Higher Education; Institutional Characteristics; *Labor Force Development; *Outcomes of Education; *School Role
IDENTIFIERS- *Florida

The era of accountability in higher education is evolving into focused expectations that higher education will meet workforce needs in more direct ways than in the past. This study examined the impact universities have on the workforce in Florida using data on the baccalaureate graduating class of 1998-1999 in Florida. Records of baccalaureate graduates were matched to employer wage reports through a well established database system to determine which industries were hiring the graduates, the graduate's immediate employment status, and average earnings by major and industry. Disciplines can be targeted for further evaluation and growth by analyzing the employment outcomes of graduates. Eight appendixes provide details about employment of Florida graduates. (Contains 6 figures, 13 tables, and 11 references.) (Author/SLD)

ED 457 725 HE 034 374

Strauss, Linda C.; Volkwein, J. Fredericks
Comparing Student Performance and Growth in Two and Four Year Institutions. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001). Contains light text.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Higher Education; *Institutional Characteristics; Least Squares Statistics; *Outcomes of Education; *Two Year Colleges
IDENTIFIERS- Hierarchical Linear Modeling

This study examined the structural organizational characteristics of 51 higher education institutions in a single state (23 four-year and 28 two-year campuses) in relation to student performance and growth. In all, 7,658 students completed the assessment instrument at the end of their second year. The study found that organizational measures of mission, size, wealth, complexity, and selectivity are statistically represented by the two-year versus four-year college dimension. Findings indicate that the different missions of two-year versus four-year campuses do indeed exert significantly different influences on undergraduate grade point average and might be warranted to improve performance. (Contains 17 references.) (Author/SLD)

ED 457 747 HE 034 400

Bauer, Karen W.
The Effect of Participation in Undergraduate Research on Critical Thinking and Reflective Judgment. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Higher Education; *Participation; *Personality Traits; *Research; *Undergraduate Students
IDENTIFIERS- *Reflective Judgment

This study examined differences in personality type for college freshmen and the effects of participation in undergraduate research on critical thinking and reflective judgment scores. Participants were 266 undergraduate students. While correlations between personality and the thinking measures were low and of little practical significance, a repeated measures analysis revealed a two-way interaction between research participation and major for change in critical thinking score. A second repeated measures analysis with simple contrasts revealed a two-way interaction between research participation and gender for change in reflective judgment score. Findings thus indicate that participation in undergraduate research affects critical thinking and reflective judgment for some students. The paper also discuses implications and limitations of the study. (Contains 5 figures, 4 tables, and 39 references.) (SLD)

ED 457 748 HE 034 401

Watt, Catherine E.; Chrestman, Ronnie E.; Johnston, Brian A.
The Role of Institutional Research in Space Planning: Helping All the Pieces Fit Together. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Classrooms; *College Faculty; Databases; *Educational Facilities Planning; Higher Education; *Institutional Research; Needs Assessment; Research Universities; *Resource Allocation; Teacher Attitudes
IDENTIFIERS- *Clemson University SC

A 2-year, and still ongoing, initiative was implemented at a land-grant research university to analyze academic and administrative space. Administrative attitudes were compared with faculty attitudes related to space priorities as part of the university's 10-year comprehensive plan. The Office of Institutional Research (OIR) served as the central point for quantitative information for the university and was central to the study of space distribution. Graduate assistants and staff visually and physically assessed every building on campus to can ask of administrators and recommends the data needed to make informed decisions. Advocates and critics of higher education increasingly demand that colleges and universities reveal more about price, cost, and subsidy so that students and parents can make informed decisions. Boards should make certain that their institutions provide the clearest and most accurate information about cost structure to all applicants. Most trustees should understand the demand curve and should consider the institution's standing compared with similar institutions. Regardless of the comparison, an institution will find that allowing tuition to increase faster than most applicants' ability to pay is self-defeating. Either the institution will have to limit the size of the applicant pool and be less selective, or it will have to increase its financial aid budget to make tuition less affordable. Setting tuition is central to nearly every aspect of an institution, with enormous impact on the institution's fiscal health and vitality. (SLD)

ED 457 771 HE 034 428

Schwartz, Merrill P.
Assessing Individual Trustee Performance. Board Leadership. Board Basics.
PUB DATE- 01
NOTE- 21p.; Adapted from chapter 5 of "Presidential and Board Assessment in Higher Education: Purposes, Policies, and Strategies" by Richard T. Ingram and William A. Weary, Association of Governing Boards of Institutions and Colleges, 2000. See ED 441 364.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Evaluation Methods; Governing Boards; Higher Education; *Self Evaluation (Individuals); *Trustees

This booklet focuses on assessing the performance of individual trustees, a responsibility that often falls to the committee on trustees (called the nominating committee on some campuses). It includes a checklist, sample job description, and self-assessment survey that can be tailored to reflect unique institutional characteristics. Every board should define appropriate and reasonable expectations for its members, including the importance of setting a personal example of commitment, such as through an annual contribution. Once a board commits itself to defining reasonable guidelines for its members, it is a logical next step to ask individual board members to reflect on their own performances through a self-administered survey. A sample survey and a sample trustee audit that can be completed by all trustees to enable the comparison of perceptions are included. (SLD)

ED 457 772 HE 034 429

Schrum, Jake B., Ed.
Comprehensive Fund-Raising Campaigns: A Basic Guide for Governing Boards of Independent Institutions. Fund-Raising Topics. Board Basics.
PUB DATE- 01
NOTE- 24p.; Adapted from "A Board's Guide to Comprehensive Campaigns," Association of Governing Boards of Universities and Colleges, 2000. See ED 442 349.
LANGUAGE- English

Connecticut's Public Act 99-285 clarifies the major goals and expectations that Connecticut citizens have for their public system of higher education. In this Act, the state legislature has codified its desires by identifying six priority level goals for higher education: (1) enhance student learning and promote academic excellence; (2) join with elementary and secondary schools to improve teaching and learning; (3) ensure access to and affordability of higher education; (4) promote the economic development of the state; (5) respond to the needs and problems of society; and (6) ensure the efficient use of resources. The Act charges the Higher Education Coordinating Council (HECC) with developing accountability measures for each constituent unit and each public institution of higher education in Connecticut. This document represents the Commissioner of Higher Education's progress report on developing and implementing the accountability measures. Section 2 of this report contains the first iteration of measures, which were approved by the Board of Governors on January 26, 2000. It identifies some 180 accountability measures, but the HECC recognizes that better outcome measures are required, especially in the area of assessing student learning. To carry out the mandate of the legislature and to enhance the development of accountability measures, the Commissioner recommends the creation of a performance incentive pool for implementation to fund institutions based on their progress in demonstrating performance and meeting goals. The Commissioner also calls for a refocus of the biennial budget request, the link of the review of accountability reports to the budgeting process, and the replacement of the statutory biennial reports requirement with annual report. Attachments include a list of members of the performance measures task force, a policy statement by the New England Association of Schools and Colleges, the peer institution selection criteria used in developing the accountability measures, and a timeline for the implementation of the measures. (SLD)

ED 457 793   HE 034 458

Higher Education Counts: Accountability Measures for the New Millennium. Prototype Report. Public Act 99-285 & 00-220.
PUB DATE- 00
NOTE- 33p.; For the preceding progress report, see HE 034 457. For a subsequent baseline data analysis, see HE 034 464.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Annual Reports; Educational Objectives; Higher Education; *Institutional Evaluation; Measurement Techniques; Program Development; Program Implementation; *Public Colleges; Research Reports; State Legislation; *State Standards
IDENTIFIERS- *Connecticut

In February 2000, the Connecticut Department of Higher Education reported on accountability measures for higher education developed by the Higher Education Coordinating Council in response to the requirements of Public Act 99-285. That report identified 180 accountability measures for higher education. A copy of the executive summary of that report is Attachment A of this report. Subsequently the General Assembly enacted new legislation under Public Act 00-220 that requires the Board of Governors to review and approve an accountability report prototype developed by the Commission of Higher Education. This report constitutes the report prototype. The new law also guide their research in spite of the limited use of the word "feminism" in an article title or in the text of the article. Over two-thirds of the articles coded as gendered from their titles were identified as feminist in nature, but when the larger picture was examined, only 8.4% of all the articles appeared grounded in feminist theory. Gender was most salient in JHE, coded in 22.7% of the article abstracts, and least salient in RHE, coded in 15% of the abstracts. Thirty-five percent of the title-gendered articles were not identified as feminist in ResHE; gender only served as a research variable in those articles. Women and feminism were explicitly included in only 84 articles of those selected, and a comparison with a previous study by B. Townsend (1993) indicates that over time, the number of times women and feminism have been included in articles has remained relatively stable. (Contains 4 tables and 38 references.) (SLD)

ED 457 815   HE 034 488

Littleton, Robert A.
African American Student Persistence at Small Colleges in Appalachia: A Qualitative Study.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Black Students; *College Students; Higher Education; Minority Groups; Qualitative Research; Resilience (Personality); *School Holding Power; *Student Characteristics; Student Motivation
IDENTIFIERS- African Americans; *Appalachia; *White Colleges

This study, part of a larger study of academic persistence, examined the experiences of 24 African American students who persisted toward graduation at small, predominantly white colleges in the Southeastern United States. Similar studies have primarily focused on large public universities. A qualitative approach guided this study with semi-structured interviews as the primary data source. African American students made up a very small, but significant part of the college environment for the campuses in this study. Among other factors, the research demonstrates the sheer determination and persistence of these minority students, who are, in some cases, a minority within a minority. Through their persistence, characters traits such as motivation, resilience, adaptability, openness, faith, and others can be explored. The study also shows how caring faculty and administrators at these colleges can and do make a significant difference in the daily lives of these students on their campuses. Their love, dedication, and passion for their work were evident to the researcher and were reported by students. (Contains 66 references.) (SLD)

ED 457 816   HE 034 489

Trice, Andrea G.
Faculty Perceptions of Graduate International Students: The Benefits and Challenges.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Cooperative Planning; *Coordination; Curriculum Evaluation; Data Collection; Definitions; Economic Change; *Education Work Relationship; Educational Needs; Educational Objectives; Educational Policy; Employment Patterns; Employment Projections; *Employment Qualifications; Evaluation Criteria; Evaluation Methods; Foreign Countries; Guidelines; *Instructional Development; International Cooperation; International Educational Exchange; Job Analysis; Labor Market; Labor Needs; Learning Modules; Material Development; Models; National Standards; Needs Assessment; Occupational Information; Outcomes of Education; Postsecondary Education; Program Evaluation; Program Guides; School *European Union; Functional Analysis
IDENTIFIERS- *European Union; Functional Analysis

This document, the fourth volume in a series, details a process for linking vocational education and training (VET) standards and employment requirements that was developed in the United Kingdom and based on functional analysis. The introductory sections describe the other three manuals in the series and the process used to develop this manual. The following are among the topics discussed in sections 1 through 5: (1) an international perspective on efforts to meet labor market needs through VET (the purpose of VET, how the VET system responds to change, roles in development of VET standards, embedding changes in VET standards, gathering information about economic change); (2) functional activity and describing work activity (describing behavior, task analysis, functional mapping, iteration); (3) VET standards (standards for the modern economy, new employment requirements for skilled workers, performance requirements); (4) standards, overarching requirements, and levels (completing VET standards, increasing/reducing levels of VET standards); and (5) evaluating VET standards (policy, technical, and implementation criteria and an evaluation framework for VET standards). Twenty-seven figures are included. The following items are appended: an example "technical" module; an example "overarching" module; guidelines for tracking types and impacts of economic change; a list of verbs used in the titles of VET standards; and example functional maps and modules. (MN)

ED 457 321   CE 082 185

Anthes, Katy, Comp.
Institutionalized Service-Learning in the 50 States. ECS StateNotes: Service-Learning Policy Scan.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Comparative Analysis; Definitions; Delivery Systems; Educational Legislation; *Educational Policy; Educational Practices; Educational Principles; Educational Trends; Elementary Secondary Education; Financial Support; *Integrated Curriculum; National Organizations; Program Administration; Program Development; Program Implementation; *School Community Relationship; *Service Learning; State Action; State Agencies; State Boards of Education; State Federal Aid; State Legislation; State of the Art Reviews; *State Programs; State Standards; Tables (Data); Trend Analysis
IDENTIFIERS- Corporation for National Service

Alfred); "The Impact of International Trends and Issues on the Jamaican Movement for the Advancement of Literacy (JAMAL)" (Morag C. Burke); "The Ghosts in the Machine: An Evolutionary Perspective of Adult Learning" (Mary Caldarelli and Edward W. Taylor); "Factors in the Work Environment To Contribute Self-Directed Learning in the Workplace: A Critical Review of Literature" (Dae Yeon Cho); "Faculty Lived Experiences in the Online Environment" (Simone Conceicao-Runlee); "Andragogy: Its Research Value for Practice" (Mary K. Cooper and John A. Henschke); "Transforming Staff Development in Adult Literacy Education" (Christopher M. Coro); "Being a 'College Student': The Community College Experience of Underprepared Adult Learners" (John M.Dirkx, Regina Smith, and Marilyn Amey); "Enhancing the Utility of Level 1 Evaluations: Transitioning from 'Smile Sheets' to 'Significant Stuff'" (Charles Divita, Jr.); "Creating Real World Contexts in Virtual Environments: A Class of Problem-Based Learning (Christina Doktor, Regina Smith, and John M. Dirkx); "Developing and Implementing a Statewide Family Literacy Evaluation System" (Michelle Glowacki-Dudka and Gwendolyn Coe); "Walking Like a Duck, Talking Like a Duck: From Dissertation to Practical Research" (Tom Heaney); "The Study To Assess the Needs of International Adult Students" (Chung-Eun Joo); "Exploring Transfer of Training on Structured on-the-Job Training" (Jin Hyuk Kim, Chan Lee, and Ronald L. Jacobs); "The Researcher as Artist: Creating Pathways for Acquisition and Expression of Knowledge" (Randee Lipson Lawrence and Craig A. Mealman); "Post Welfare Reform Employment Retention and Advancement Strategies: The Role of Education and Training" (Larry G. Martin and Mary Alfred); "The Case for Involving Men in Women's Development Projects" (Margaret Y. Orazen); "An Exploration of Approaches Utilized To Interpret Race, Class, and Gender in Adult Development Models and Theory: Implications for Adult, Continuing, and Community Education" (Elice E. Rogers); "Image-Making and the Exploration Teaching Beliefs of Adult Educators" (Edward W. Taylor); "Who Is Participating in Faith-Based Programs? Why?" (Martha S. Tempesta and E. Paulette Isaac); "Going Deeper: The Role of Spirituality, Cultural Identity, and Sociopolitical Development in Teaching for Transformation" (Derise Tolliver and Elizabeth J. Tisdell); "The Ambushed Spirit: Themes of Violence and Downsizing" (Daniela Truty). The papers include references; most also include abstracts. (KC)

ED 457 337   CE 082 341

Powers, Laura; Markusen, Ann
A Just Transition? Lessons from Defense Worker Adjustment in the 1990s. Technical Paper No. 237.
PUB DATE- 99
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Dislocated Workers; Economic Impact; Employment Patterns; Employment Problems; Employment Programs; *Federal Programs; Government Role; Industrial Training; Job Layoff; Job Training; Labor Economics; Labor Force Development; Labor Market; Labor Utilization; Manufacturing; *Program Effectiveness; *Public Policy; Retraining; *Structural Unemployment; Vocational Adjustment
IDENTIFIERS- Cold War; *Defense Workers

A study examined the experiences of some 1.4 million American defense industry workers, displaced in the wake of the Cold War, as a way of reviewing and evaluating national policies

Entrepreneurship; Foreign Countries; High Risk Students; Job Skills; Job Training; Literature Reviews; *Outcomes of Education; Partnerships in Education; Policy Formation; Remedial Instruction; School Business Relationship;
IDENTIFIERS- Australia; Contextual Learning; Contextualized Instruction; Employment Subsidies; Europe; Japan; *Organisation for Economic Cooperation Development; Production Schools; *United States; Wage Subsidies

Efforts to improve career outcomes for youth in the United States and Organisation for Economic Cooperation and Development (OECD) countries were reviewed. The review focused on the following topics: trends in the employment and schooling levels of youth in OECD countries; the emerging consensus on preparing all youth for careers; and approaches for dealing with disadvantaged youth. A strong consensus that close institutional links between industries and schools are critical to improving career outcomes appeared to be emerging in most OECD countries. Most countries were moving to strengthen vocational education, especially work-based programs leading to certification and involving work-based and contextualized learning. Although standard training programs for disadvantaged out-of-school youth were rarely effective, the experience with job creation demonstrations was somewhat more positive. Programs closely linked with industry sectors and programs offering realistic pathways to careers appeared promising. The following were among the guidelines presented for new school-to-career demonstrations: (1) emphasize programs to help young people develop careers rather than to simply find employment; (2) promote entry into existing apprenticeship programs and expand apprenticeship into new arenas; and (3) continue to provide options for community service employment but require sponsors to do better in linking graduates to future education, certification, and career options. (Contains 58 references.) (MN)

ED 457 355 CE 082 380

D'Amico, Ronald; Kogan, Deborah; Kreutzer, Suzanne; Wiegand, Andrew; Baker, Alberta; Carrick, Gardner; McCarthy, Carole
A Report on Early State and Local Progress towards WIA Implementation. Final Interim Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 01
NOTE- 285p.; TATC Consulting formerly Technical Assistance and Training Corporation.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Agency Cooperation; Budgeting; Career Education; Case Studies; Coordination; Data Analysis; Data Collection; Delivery Systems; *Education Work Relationship; Educational Improvement; *Educational Legislation; Employment Programs; *Employment Services; *Federal Legislation; Financial Support; Government School Relationship; Guidelines; Job Training; *Labor Force Development; Management Information Systems; National Surveys; Partnerships in Education; Policy Formation; Postsecondary Education; Program Administration; Program Development; Program Effectiveness; *Program Implementation; Public Agencies; Public Policy;
IDENTIFIERS- Department of Labor; Florida; Kentucky; One Stop Centers; Pennsylvania; Texas; Utah; Vermont; *Workforce

individuals undertook informal training. Vocational ACE programs accounted for 49.8% of all ACE students and nearly 70% of ACE annual hours. Females constituted 66.7% of students in vocational ACE. Courses leading to Australian Qualifications Framework qualifications or the equivalent accounted for 64.1% of all annual hours in vocational ACE. The two main providers of nonvocational ACE programs were publicly funded training providers and technical and further education and other government providers. The total number of ACE students in 2000 was 3.8% lower than in 1999; however, the number of annual hours was up by 2.8% from 20.6 million to 21.2 million. The number of students in formal vocational ACE in 2000 fell by 2.8% from 1999, whereas the number in informal vocational ACE increased by 4.4%. ACE students came from a diverse range of educational backgrounds and were less likely to be unemployed than VET students. (Twenty-two tables/figures are included. The following items are appended: an overview of ACE in Australia's states/territories, different definitions of ACE across Australia's states/territories, and a glossary.) (MN)

ED 457 372 CE 082 411

Australian Apprentice and Trainee Statistics--Annual 2000. At a Glance. Australian Vocational Education & Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Apprenticeships; Dropouts; Education Work Relationship; *Educational Attainment; Educational Benefits; *Employment Patterns; *Enrollment Trends; Foreign Countries; National Surveys; Nontraditional Education; Occupations; Participation; Sex Differences; Student Attitudes; Student Employment; *Trainees; Trend Analysis; *Vocational Education
IDENTIFIERS- Australia; Australian Qualifications Framework; National Training Packages (Australia); *TAFE (Australia)

As of December 31, 2000, an estimated 295,620 Australians were undertaking an apprenticeship or traineeship, which represented an increase of 15.1% over the number in training in 1999. The increase in participation rates for apprentices and trainees in training almost doubled from 1.2% on December 31, 1995, to 2.3% on December 31, 2000. The increase in apprentices and trainees from 1995 to 2000 exceeded the growth of Australia's population between the ages of 15 and 24 years over the same period (43.1% versus 1.4%). The participation rate of teenage girls more than doubled between 1995 and 2000 (from 1.7% to 3.8%). Seventy-five percent of apprentices and trainees in training on December 31, 2000 were undertaking Australian Qualifications Framework Level III programs, which represented an increase of 14.2% since 1999. Trades and related workers continued to be the largest occupational group, accounting for 44.6% of those in training as of December 31, 2000. Upon completion of their course, 77.6% of apprentices and 63.6% of trainees were employed with the same employer as during their course. On the 2000 Student Outcomes Survey, apprentices and trainees generally rated the usefulness of their course and their off-the-job training for their job prospects more highly than other respondents did. (Contains 12 tables/figures.) (MN)

ED 457 373 CE 082 413

institutions, young people, and the youth-serving system; ensure the quality and impact of local efforts; and promote policies to sustain effective practices in particular communities or regions. National industry-based organizations can aggregate the resources and energy of their members to achieve the following goals: recruit new workers into an industry; design programs that prepare young people for a particular industry and for career success extending beyond any one industry; create and disseminate curricula and standards for programs; and create and promote credentials of value to employers. National industry associations offer the following items: quality materials and programming; respected credentials; accelerated dissemination; and national- and state-level advocacy. Local school-to-work intermediaries offer the following items: access to key employers and leaders; local knowledge; pilot sites; and a local voice for advocacy. Greater collaboration between local school-to-work intermediaries and national industry association's promises significant benefits but will require overcoming several challenges, including the following: (1) school priorities often differ those of industry; and (2) local and national groups sometimes compete with employers and other key individuals at the local level. (MN)

ED 457 389   CE 082 432

Kazis, Richard
Improving Low Income Job Seekers' Employment Prospects: The Role of Labor Market Intermediaries. A Background Paper and Three Case Studies .
PUB DATE- 99
NOTE- 55p.; Paper presented at the UK/US Seminar on Labor Market Intermediaries (Ashridge, England, July 15-16, 1999). Sponsored by the New Deal Task Force and the Rockefeller Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Organizations; Definitions; Demonstration Programs; Economic Change; Economic Climate; Economically Disadvantaged; Education Work Relationship; Employer Employee Relationship; Employment Practices; Employment Qualifications; Employment Services; Guidelines; Innovation; Job Placement; *Labor Force Development; Labor Market; Labor Needs; Labor Supply; *Linking Agents; *Low Income Groups; Organizational Development; *Organizational Effectiveness; *Organizational Objectives; Organizations (Groups); Policy Formation; Professional Associations; Promotion (Occupational); Public Agencies; Public Policy; Public Sector; School Business Relationship; Strategic Planning; Sys *Intermediaries; Welfare Reform
IDENTIFIERS- *Intermediaries; Welfare Reform

Recent labor market and economic trends have spotlighted the need for work force development systems and policies to simultaneously serve employers seeking qualified workers and individuals who want to find work and advance toward self-sufficiency. This need has in turn led to the development of labor market intermediaries that can perform a wide range of functions, including organizing, convening, brokering, and providing services to employers. The recent expansion of labor market intermediaries is being driven by changes in labor markets and the macroeconomy, new directions in social and employment policy, and lessons from past welfare and work force programs. The three priorities of local labor market

PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Annotated Bibliographies; *Career Choice; Career Education; Comparative Analysis; Education Work Relationship; *Educational Change; Educational Opportunities; Educational Trends; Emerging Occupations; *Equal Education; Equal Opportunities (Jobs); Foreign Countries; Futures (of Society); Labor Force Development; Males; Minority Groups; *Nontraditional Education; *Nontraditional Occupations; Postsecondary Education; Secondary Education; Trend Analysis; *Vocational Education; Womens Education; Work Attitudes
IDENTIFIERS- African Americans; Australia; Carl D Perkins Vocational Technical Educ Act 1998; United States; Workforce Investment Act 1998

The Perkins Act and the Workforce Development Act (WIA) brought major changes to the arena of nontraditional employment and training. Perkins eliminated set-asides for displaced homemakers, single parents, and single pregnant women but mandated increased enrollment in high-wage nontraditional training. With the WIA, the Nontraditional Employment for Women Act was repealed; however, some WIA provisions required a focus on nontraditional occupations (NTOs), which tend to offer higher wages than female-dominated occupations do. Despite more than 20 years of equity legislation and programming, many barriers nevertheless remain. Recent research shows that early nontraditional experiences can have a lasting impact on women's career directions, that experiences in technical or hands-on activities increase career-related confidence and self-efficacy, and that the way nontraditional careers are advertised and perceived by the public has a significant impact on who pursues those opportunities. Although most NTO programming is aimed at women and girls, a significant recent thrust has focused on how males are affected by stereotypes in occupations that are nontraditional for their gender. Increasing emphasis is also being placed on encouraging minorities to pursue careers in which they have historically been underrepresented. (A 22-item annotated bibliography constitutes approximately 80% of this document.) (MN)

ED 457 407 CE 082 471

Alberta Learning Results Report, 1999/2000.
PUB DATE- 00
NOTE- 94p.; Excerpted from Alberta Learning's "Annual Report, 1999-2000." Alternate title is "Results Report on Alberta's Learning System, 1999/2000."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; *Apprenticeships; *Basic Skills; Cooperative Planning; Curriculum Development; Delivery Systems; Education Work Relationship; Educational Cooperation; Educational Finance; Educational Improvement; Educational Legislation; Educational Quality; Evaluation Criteria; Evaluation Methods; Financial Support; Foreign Countries; *Industrial Training; Integrated Curriculum; Labor Force Development; *Lifelong Learning; Outcomes of Education; Partnerships in Education; Postsecondary Education; Program

PUB DATE- 01
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling; *Counselor Role; *Counselors; *Educational Assessment; Educational Theories; Elementary Secondary Education; *Evaluation; Higher Education; History; *Measures (Individuals); *Testing; Theory Practice Relationship

The collection of papers presented in this monograph provides an update on developments in assessment for counselors, practitioners, and researchers in all types of educational settings. The papers are grouped into five sections. Section 1, on emerging issues, includes topics on testing theories presently used, and some thoughts for the future. Section 2 concerns issues of counselor education in higher education. Section 3 discusses educational assessment in elementary and secondary schools, and the role of the counselor in school guidance. Section 4 considers testing modifications and accommodations that are in practice with the special needs population. Section 5 reviews special assessment topics. Examples of these topics include the rights of the test takers; communicating test results; writing multiple choice tests; and use of specific types of tests. Also included are reprints of 33 ERIC/CASS Digests on Assessment in Counseling and Therapy produced for the Assessment '95 ERIC/CASS and the Association for Assessment in Counseling national conference. With the publication of this monograph, it is hoped that a wide range of practitioners and researchers will have access to current information that is not readily available to them. (Contains over 300 references.) (JDM)

ED 457 426 CG 031 162

Letendre, Lorin
An Emerging Paradigm of Testing.
PUB DATE- 01
NOTE- 15p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Evaluation; *Measures (Individuals); Models; *Standardized Tests; Testing
IDENTIFIERS- Herrmann Brain Dominance Survey; Myers Briggs Type Indicator

This paper presents a model of testing and assessment that has the potential to address the concerns of critics of standardized testing. The model differs from the traditional approach in several ways including, how it views human nature and the test taker; the purpose of testing; the testing process; the outcomes of testing; and who makes testing decisions. Specifics of the model are illustrated by a discussion of the view of human nature, the view of outcomes, and the locus of control. The Myers-Briggs Type Indicator and the Herrmann Brain Dominance Instrument are used to exemplify how both the established and emerging approaches differ. It is suggested that the established matrix of testing and assessment be augmented with this new model, which can be embraced by a growing diverse population. (Contains 20 references.) (JDM)

Analysis.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling Techniques; Counseling Theories; Criticism; Evaluation Methods; *Eye Movements; *Research Problems; Therapy

Since Shapiro's introduction of Eye Movement Desensitization and Reprocessing (EMDR) in 1989, it has been a highly controversial therapeutic technique. Critical reviews of Shapiro's initial study have highlighted many methodological shortcomings in her work. And early empirical research that followed Shapiro's original study has been criticized for using small samples, using limited or nonrepresentative samples, or issues of treatment integrity. Research on EMDR has dramatically increased in both quantity and methodological rigor since the mid-1990s. Moreover, since its first appearance in the literature, EMDR has undergone a number of modifications. This article reviews key research conducted on EMDR since 1995 (using university students and war veterans), highlights issues of concern raised by researchers, and discusses the implications of these findings for the clinical counselor. (Contains 34 references.) (Author/JDM)

ED 457 450 CG 031 218

Brammer, Robert; Sandorsky, Stacy
Comparison of Day Treatment and Outpatient Treatment Programs for Young Adolescents with ODD.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Behavior Problems; Behavior Rating Scales; Children; Clinics; *Health Facilities; Hyperactivity; Outcomes of Treatment; Psychotherapy; Sex Differences
IDENTIFIERS- Child Behavior Checklist; *Frequency Analysis; *Oppositional Defiant Disorder

This paper compares scores on the Child Behavior Checklist (CBCL) at the initial interview and at the 90-day follow-up interview for children in day treatment settings with those children receiving weekly psychotherapy. The participants included 143 children between 10 and 15 years of age who were diagnosed with Oppositional Defiant Disorder or Attention Deficit Hyperactivity Disorder. Analysis revealed that the demographic variables accounted for only 0.8% of the adjusted variance, but it was a significant predictor of changes from initial and ending CBCL scores. Only the participants' gender predicted improvements on the CBCL, with males showing more improvement over time. Treatment setting had no affect on improved behavior for either diagnostic group. Although the findings in this report are generally nonsignificant, they are important because they differ from the preponderance of research supporting day treatment programs. Further research is needed to compare day treatment programs to established outpatient treatments. (Contains 37 references.) (JDM)

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Correctional Education; *Correctional Institutions; Delinquent Rehabilitation; Educational Needs; Juvenile Justice; Special Needs Students; State Government; *State Programs; *Vocational Education
IDENTIFIERS- *Florida

In 2000, a multi-agency plan was developed for the vocational education of youth in juvenile commitment facilities. Part 1 of the plan describes the Plan Narrative, which provides contextual information and describes events leading up to the development of the plan, the rationale for creating the plan, and the characteristics of vocational education programs needed in juvenile commitment facilities. The plan narrative addresses topics such as a model continuum for the range of services from enter to post-release, issues to consider in placing youth, vocational offerings, and strategies for engaging business in vocational programming. Part 2 is the implementation schedule and includes the responsibilities of the lead agencies. The tasks are presented in priority order beginning with a focus on staff development and the creation of model program sites. Ten appendixes list extensive additional information such as recommendations, curriculum, sites for resource materials, information on commitment facilities, and types of assessment instruments. (JDM)

ED 457 473 CG 031 252

Erwin, Terry McVannel
Encouraging the Spiritual Development of Counseling Students and Supervisees Using Fowler's Stages of Faith Development.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beliefs; Counseling Services; *Counselor Training; Curriculum; Graduate Students; Higher Education; Practicum Supervision; *Spirituality
IDENTIFIERS- *Fowler Stages of Faith

The impact of faith on individuals has been described in research for many years, yet counseling programs often do not address issues of spirituality. Little has been documented about how to integrate spirituality and religious issues into counseling programs and practices. In an attempt to address the need for more discussion on issues of spirituality, this paper outlines the basic premise of Fowler's Stages of Faith Development. It then applies these premises to counseling education and supervision, and suggests interventions that supervisors might use to encourage awareness and growth in faith development of their supervisees. The paper notes that research is needed to determine the validity of Fowler's stages and the effectiveness of using them to promote the faith development of counseling students. (Contains 16 references.) (JDM)

ED 457 474 CG 031 253

Muskin, Mary-Beth; Friedlander, Sharon Cipperley
Early Awareness Test Preparation Pilot Program.
PUB DATE- 00
NOTE- 16p.

counselor education, training, and supervision. The chapters follow the same format, beginning with case presentations, followed by commentary, questions, and essays. (Contains 322 references.) (JDM)

ED 457 494 CG 031 277

Ramey, Luellen; Meyer, David P.
First Year Evaluation Report: Family to Family Program.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Children; *Community Health Services; *Emotional Disturbances; Family Programs; Health Personnel; *Mental Health Programs; *Parent Attitudes; *Program Evaluation; *Respite Care; Social Services

The Family to Family program provides relief to families with emotionally impaired children through regular out-of-home respite care with host families. The overall goal of the program is to keep families with seriously emotionally impaired children intact, thus avoiding out-of-home placement. The program therefore involves, in addition to establishing organizational, technical, and material resources necessary to implementing the program, three major activities: (1) identifying suitable consumer families, (2) identifying suitable host families, and (3) providing ongoing support to both consumer and host families. This report comments briefly on each of these facets. It assesses parental attitudes towards their Family to Family experience and the functioning of their emotionally impaired children. It includes various problems faced in the start-up; recruitment of consumers; identification of host families; provision of support services; and retention issues. The support provided to the consumer and host families was found to be appropriate. Efforts of the staff to support the families through meetings, personal contacts, and a program newsletter were deemed suitable if not exemplary. Staff progress notes and observations indicate a positive program evaluation by the consumer and host families, but a more authoritative answer will have to await data in the final report. (JDM)

ED 457 495 CG 031 278

Ramey, Luellen; Meyer, David P.
Second Year Evaluation Report: Family to Family Program.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Children; *Community Health Services; *Emotional Disturbances; Family Programs; Health Personnel; *Mental Health Programs; *Parent Attitudes; *Program Evaluation; *Respite Care; Social Services

This evaluation report of the Family to Family Program assesses parental attitudes towards their Family to Family experience and the functioning of their emotionally impaired children. Topics include administration and administrative support; recruitment of consumer families; identification of host families; consumer support services; and consumer family characteristics. This evaluation assesses the following variables: (1) the functioning of participating children, (2)

Sharpes, Donald K.
Adolescent Self-Concept among Chinese, Kazakh, American and American Indians.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; American Indians; Foreign Countries; *Genetics; High School Students; High Schools; *Influences; *Nature Nurture Controversy; Neuropsychology; *Self Concept; Self Concept Measures
IDENTIFIERS- China; Montana; USSR (Kazakhstan)

Neuroscientific evidence for the underlying neuronal activity in the cerebral cortex for psychological states points to the need for an alternative physiological hypothesis for the construct of self concept. Evidence from neuroscience and hereditability studies leads to the conclusion that genetic forces may be clearly at work in the perception of self. The primary hypothesis of this study is that adolescent self concept is a neuroscientific set of developmental processes predominately governed by genetic inheritance. Copies of a 1-page survey were administered to high school students in China, Russia, Indian adolescents in Montana, and a sample of white adolescents This report comparing adolescents from China, Kazakhstan, and America youth suggests that environmental influences do not appear to play the predominant role. It concludes that researchers need to acknowledge in citations and conclusions the pervasive evidence for the predominance of the genetic influence in future self-concept studies. (Contains 184 references.) (JDM)

ED 457 518 CG 031 311

Gragg, Krista M.
Graduate Research with Women Survivors of Domestic Violence.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Community Health Services; *Family Violence; Females; *Graduate Students; Helping Relationship; Higher Education; *Research Problems

Although it is estimated that half of all women will experience some form of domestic abuse during their lifetimes, participant recruitment in studies to learn about such abuse is difficult. The first step for the researcher is to develop a collaborative community partnership with domestic violence services. This will provide first-hand knowledge of battered women's experiences. This paper details one graduate student's personal experiences in undertaking such a research project about battered women and their needs. Several suggestions are provided on how to enlist the women in the project; how to reimburse them for their time; how to meet them at their level and not overburden them with detailed questionnaires; how to that they placed in the 62nd to 91st percentile of national norms. Disagreement exists, however, about whether homeschooling helps or hinders a child's social development. Public opinion, though mixed, is generally positive with regards to homeschooling. (Contains 13 references.) (RT)

ED 457 540 EA 031 267

Miller, A. Christine
School Reform in Action.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Educational Change; Elementary Secondary Education; *Instructional Effectiveness; Instructional Innovation; Models; Theory Practice Relationship
IDENTIFIERS- Florida Atlantic University

This study describes and analyzes the impact on student learning and the learning environment of 55 schools in Broward, Palm Beach, and Miami-Dade school districts as they implemented the schoolwide action-research framework for school improvement. Interviews, observations, document review during site visits, school framework reports, surveys, school newsletters, focus groups, and training institutes were examined. Study groups of 6 to 12 educators were formed who received 6 to 9 days of training to implement the action-research process, as well as professional development in math, science, or reading content pedagogy. When using action research teachers continually observe students, collect data, and change practices to improve student learning and the learning environment. Teachers come to have a better understanding of why, when, and how students become better learners. Improvement is seen in problem-solving capabilities through repeated cycles of research. During a 3-year program, faculty members choose a focus area, collect and analyze data, study professional literature and best practices, and take action. Educators complete the cycle repeatedly pursuing improvement. Among the attributes of schools in the study with significant improvement were the presence of administrators at training and study-group sessions, the study goal being embedded in day-to-day work rather than as an extra task, and the focusing on a student learning goal early in the study. (Contains 15 references.) (RKJ)

ED 457 541 EA 031 268

DeBray, Elizabeth H.
Continuity or Radical Departure? A Policy Analysis of the ESEA Reauthorization Process in the 106th Congress.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Federal Legislation; *Politics of Education; *State Federal Aid
IDENTIFIERS- *Elementary Secondary Education Act Title I;

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Failure; *At Risk Persons; Elementary Secondary Education; *Grade Repetition; *Individualized Instruction; Low Achievement; *Social Promotion; *Student Promotion; Underachievement
IDENTIFIERS- Reform Efforts

Retention and social promotion are expensive failures. History and research show that retention and social promotion are ineffective in improving student learning and achievement. The alternative to these failed strategies is to personalize the learning environment. Research indicates six promising strategies for personalization, thereby reducing the need for retention and social promotion: creating a positive school environment, providing early intervention to prevent school failure, fostering continuity of teacher-learner relationships, providing meaningful curriculum and instruction, providing extra help and extra time, and creating effective home-school discussion. Personalization occurs when a school is committed to high achievement from at-risk learners; when opportunities are presented for early prevention of school failure; when at-risk students and teachers know, trust, and respect each other; when at-risk students find curricula meaningful and relevant; when instructional practices increase at-risk students' personal investment in learning; when extra time and extra help are provided to support learning; and when there is strong parental involvement in students' academic progress. Meaningful instruction taught by competent teachers in caring school environments helps at-risk students become competent learners, thus preventing the need for retention and social promotion. (Contains 95 references.) (RT)

ED 457 561 EA 031 290

Chang, Juvenna
Instructional Leadership in a Pacific Context. PREL Briefing Paper.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; *Administrators; Cultural Awareness; Cultural Context; Cultural Differences; Cultural Exchange; Cultural Pluralism; Culture Contact; Elementary Secondary Education; *Instructional Leadership; Pacific Americans; *Principals
IDENTIFIERS- *Pacific Region

Principals in the Pacific region face a variety of challenges that may be different from those in other regions. In October 2000, principals of Pacific schools were invited to attend a regional summit to address questions on instructional leadership. Participants listed characteristics they felt were important in a Pacific school instructional leader: able to be a compassionate leader, culturally sensitive to and respectful of other cultures, and culturally sensitive to student and teacher needs; able to assimilate cultures in the school/community context; open to multiple perspectives; respected by and respectful of the community; knowledgeable of the language and culture of the community; able to understand

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; Black Students; *Charter Schools; Educational Change; *Educational Vouchers; Elementary Secondary Education; *Equal Education; Hispanic Americans; Parochial Schools; Public Schools; *Scholarships; *School Choice; Tuition

With the increasing demand for better schools, states and communities are providing more options to families. By doing so, they are not only improving educational opportunity for those children, but also having a dramatic impact on how schools operate in their communities. The most important options are full school-choice programs, charter schools, and private scholarship programs. State lawmakers are addressing education reform with new interest because of evidence of the success that these programs can generate, particularly for disadvantaged children. School choice is a freedom that is gaining national favor. Strong disapproval has been found for the current condition of education and, as a result, support for school choice has strengthened. Seventy-eight percent of those polled do not believe that children, especially in inner cities, are receiving the education they need. This is especially true among black respondents, of whom 85 percent feel this way. Better than 80 percent of all adults support school choice, regardless of the respondents' race. Specifically, 82 percent of adults support offering parents a choice in where their children attend school; 66 percent favor a legislative choice policy; and 72 percent support allowing poor parents to use tax dollars to send their children to the school of their choice. This report details findings across the country concerning growing support for school-choice programs in New York, Arizona, Florida, Vermont, Maine, as well as in cities such as Cleveland and Milwaukee. However, school-choice opponents in those cities filed a federal lawsuit claiming that the programs violate the constitutional separation of church and state. Tax credits and/or deductions are discussed for Arizona, Illinois, Iowa, and Minnesota. (DFR)

ED 457 581 EA 031 333

Changes & Challenges: Hot Topics in a New Era of Schools. Proceedings of the Education Law Association Winter Seminar (Park City, UT, March 15-18, 2001). Seminar Outlines.
PUB DATE- 01
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Freedom; Athletics; Educational Change; Elementary Secondary Education; Legal Responsibility; Parochial Schools; Public Schools; Religious Education; School Personnel; *School Safety; School Security; Sexual Harassment; Student Rights; Suspension; Teacher Employment; Teacher Rights

The following are outlines presented by individuals at the Education Law Association 2001 winter seminar: "Academic Freedom and the Religiously Affiliated University" (the freedom to teach, research, and publish has never been--and still is not--without limits); "How Random and Suspicionless May School Searches Be" (random and suspicionless drug testing of students who participate in specific activities has gained popularity, raising concerns about the potential for violation of the Fourth Amendment rights of students); "Wow! Did You Hear What They Said? Trends in the Use of Immorality as a Cause of

Education Far Ahead of U.S." (Benjamin Fine); (6) "Elementary and Secondary Education Act, Title I: Helping Disadvantaged Children Meet High Standards--Part A: Improving Basic Grants Operated by School Districts"; (7) "Opinion of the Court, 'Lau v. Nichols'" (U.S. Supreme Court); (8) "A Nation at Risk: The Imperative for Education Reform" (National Commission on Excellence in Education); (9) "America's Choice: High Skills or Low Wages! Executive Summary" (National Center on Education and the Economy); (10) "Learning a Living: A Blueprint for High Performance--A SCANS Report for America 2000, Executive Summary" (Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor); (11) "Goals 2000: Increasing Student Achievement through State and Local Initiatives: Introduction" (U.S. Department of Education); (12) "Third International Mathematics and Science Study (TIMSS): Overview and Key Findings across Grade Levels" (National Center for Education Statistics); (13) "What Matters Most: Teaching for America's Future, Executive Summary" (National Commission on Teaching and America's Future); (14) "Discussion of School Funding" (Jonathan Kozol); (15) "Bilingual Education: The Controversy" (Richard Rothstein); (16) "The Full Service Vision: Responding to Critical Needs" (Joy G. Dryfoos); (17) "Better Schools through New Institutions: Giving Americans Choice" (John E. Chubb and Terry M. Moe); (18) "Incentives: Linking Resources, Performance, and Accountability" (Eric A. Hanushek); (19) "The Birth of a Movement" (Joe Nathan); (20) "Following the Plan" (Lynn Olson); (21) "Assessing District Capacity" (Phillip C. Schlechty); (22) "A Mixed Record for Reconstitution Flashes a Yellow Light for Districts" (Caroline Hendrie); (23) "Personalizing Middle Schools" (Nancy L. Ames and Edward Miller); (24) "Thinking about Education in a Different Way" (David C. Berliner and Bruce J. Biddle); (25) "One Hundred Fifty Years of Testing" (Robert Rothman); (26) "With 2000 Looming, Chances of Meeting National Goals Iffy" (David J. Hoff); (27) "A Revolution in One Classroom: The Case of Mrs. Oublier" (David K. Cohen); (28) "Setting High Standards for Everyone" (Mark S. Tucker and Judy B. Codding); (29) "What If We Ended Social Promotion?" (Robert M. Hauser); (30) "Nineteen Postulates" (John I. Goodlad); (31) "Prologue from Horace's Compromise" (Theodore R. Sizer); and (32) "The Culture of Resistance" (Robert Evans). (RT)

ED 457 600   EA 031 382

Hesselbein, Frances, Ed.; Goldsmith, Marshall, Ed.; Somerville, Iain, Ed.
Leading beyond the Walls. Wisdom to Action Series.
PUB DATE- 99
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Leadership Styles

Twenty-nine of the world's greatest thinkers explore the need for a new paradigm in leadership. Their views are presented in 23 chapters: (1) "The New Pluralism" (Peter F. Drucker); (2) "And the Walls Came Tumbling Down" (Jim Collins); (3) "Preparing for Leadership" (C. K. Prahalad); (4) "Leading the Distributed Organization" (William Bridges); (5) "Dissolving Boundaries in the Era of Knowledge and Custom Work" (Sally Helgesen); (6) "Decision Making beyond the Boundaries" (Charles Roussel); (7) "Leadership in Living Organizations" (Peter M. Senge); (8)

largely accounts for the relative success in implementing pro-accessibility measures. A corollary finding is that institutionalization of these practices and policies remains tenuous but is both necessary for and aided by the emergence of new leadership. Ten recommendations are made, including: (1) incorporate E&IT accessibility into the agency planning and government-wide planning processes at all levels; (2) review the federal contracting process to encourage diffusion of accessibility; and (3) establish federal Web site quality control. (Contains 65 references.) (CR)

ED 457 618   EC 308 624

Bell, Judy L.
Classroom Management with a "Vision."
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Classroom Techniques; *Emotional Disturbances; Middle School Students; Middle Schools; Mild Mental Retardation; *Photographic Equipment; *Videotape Recorders

This paper discusses the outcomes of a study that investigated the differences in overall compliant behavior before and during several weeks of videotaping a variety of behaviors within two self-contained classes of 6th, 7th, and 8th grade students with special needs. One class was designated for students with emotional or behavioral disabilities (n=11). The other class was designated for students with mild mental disabilities (n=6). After a baseline period of 11 weeks using a point management system and tickets for a Friday movie, the video camera was placed in each of the self-contained classes and visible to all students. The video camera was situated on a tripod which could be moved and repositioned in the classroom as needed to capture various areas of the room. All students were aware of its use and parent permission for its use had been obtained. Students were also aware that incidents seen on tape were subject to removal of points or the awarding of tickets. An increase in compliance behavior for students was seen after using the video camera in the classrooms, and students' response to the use of the video camera was extremely positive. (Contains 14 references.) (CR)

ED 457 619   EC 308 625

Preparing Youth with Disabilities for Successful Participation in Postsecondary Education & Employment. National Capacity Building Institute Proceedings (Portland, Oregon, July 22-23, 2001).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Accommodations (Disabilities); Assistive Devices (for Disabled); Curriculum Design; *Disabilities; Educational Technology; Higher Education; Learning Disabilities; Postsecondary Education; Secondary Education; *Self Advocacy; *Self Determination; *Student Personnel

and Retention Challenges. Facilitator Guide and Learner Guide.
SPONS. AGENCY- Department of Labor, Washington, DC.; Department of Health and Human Services, Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 864p.
LANGUAGE- English
EDRS Price- MF05/PC35 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Children; Community Programs; Curriculum; *Disabilities; Employer Employee Relationship; *Human Services; *Labor Turnover; Minimum Competencies; Organizational Change; Organizational Climate; Organizational Effectiveness; *Recruitment; Social Agencies; Social Work; *Social Workers; Supervisors; *Supervisory Methods; Training Methods

This curriculum was developed to train the frontline supervisors (FLS) in human service agencies to become active in their organizations and at their individual sites in the recruitment, retention, and training of direct support professionals. It is based on research-based competencies for frontline supervisors that were developed following a comprehensive job analysis regarding the role of frontline supervisors. The four modules in the curriculum address: (1) how organizational practices and FLS roles influence recruitment, retention, and training; (2) FLS roles in recruitment and retention; (3) FLS roles in orientation, training, and mentoring; and (4) recognition and motivation of employees and selecting and implementing intervention strategies. The training curriculum consists of both a facilitator guide and a learner guide. The facilitator guide is designed for trainers and facilitators who have a good understanding of the issues. Step-by-step instructions are provided in the guide for each activity. The learner guide is a workbook to be used during the training and as a reference guide. It includes instructions to complete various exercises, a space for taking notes on the mini-lectures presented during the training, and worksheets. Appendices include course handouts. (Contains 28 references.) (CR)

ED 457 639 EC 308 650

Taylor, Marianne; Sauer, John; Hewitt, Amy; O'Nell, Susan; Larson, Sherri
The Peer Empowerment Program (PEP): A Complete Toolkit for Planning and Implementing Mentoring Programs within Community-Based Human Service Organizations.
SPONS. AGENCY- Department of Labor, Washington, DC.; Department of Health and Human Services, Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Children; *Disabilities; *Human Services; Interprofessional Relationship; Mental Health Workers; *Mentors; Modeling (Psychology); *Peer Teaching; *Professional Development; *Role Models; Social Agencies; Social Workers; Training Methods

This toolkit contains a program coordinator guide, facilitator guide, and learner guide for launching the Peer Empowerment

Collection; *Disabilities; *Educational Objectives; Elementary Secondary Education; Program Development; *Program Evaluation; Program Improvement; *Special Education; Student Educational Objectives
IDENTIFIERS- *Performance Indicators

This paper presents a summary of the proceedings of a two-day policy forum on performance goals and indicators for special education. The conference was part of a larger project to research and analyze the impacts of accountability-based reforms on students with disabilities and special education. The forum focused on the feasibility and desirability of developing a cohesive data-driven system of performance goals and indicators that could be used for both special education program improvement at local and state levels and for federal data requirements. Following an explanation of the meeting's background, purpose, and logistics, the report provides a summary of each of the presentations and a synopsis of the small group discussions. The presentations included: (1) "Biennial Performance Report Requirement, Part B and the Continuous Improvement Monitoring and Targeted Monitoring" (Ruth Ryder of the Office of Special Education Programs OSEP); (2) "Annual Report to Congress: Government Performance and Results Act (GPRA), Office of Civil Rights Data" (Lou Danielson of OSEP); (3) "Overview of Setting Performance Goals and Indicators" (Margaret Goertz); and "Overview of Title I Accountability Requirements" (Zollie Stevenson of the Office of Elementary and Secondary Education). "A Framework for Considering Indicators" was presented at the concluding session by Margaret McLaughlin. (DB)

ED 457 658   EC 308 670

Blind Babies Program Not Effectively Implemented: Continued Funding by State Cannot Be Justified. OPPAGA Special Review.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Blindness; *Early Intervention; Infants; Parent Education; Program Effectiveness; *Program Evaluation; *State Programs
IDENTIFIERS- *Florida

This report presents an evaluation of Florida's Blind Babies Program, which provides community-based, early intervention education to visually impaired or blind children from birth through age 5 and to their parents, families, and caregivers. The evaluation found that: (1) the Division of Blind Services had not developed an adequate accountability system; (2) the Division did not effectively use the pilot project for program development; and (3) the Division failed to achieve statewide implementation. The report concludes that it cannot recommend the continued funding of the program since it cannot assure the Florida state legislature that the program is not duplicating existing programs, is having the desired impacts, or is cost effective. If funding were discontinued, 185 children and 364 family members would no longer receive the program's services, but the effectiveness of these services is not conclusive. Individual sections of the report address the program's purpose, background, and detailed findings. Specific recommendations to ensure program success are offered in the event that the legislature wishes to continue funding the program. An appended response from the Commissioner of Education identifies extenuating circumstances affecting the

Literature Reviews; Masters Programs; Native Speakers; Preservice Teacher Education; *Professional Development; Second Language Instruction; Second Language Learning

This paper examines the process of identity formation of a nonnative English speaking (NNES) graduate student pursuing a master of arts in teaching English to speakers of other languages (TESOL). The factors that influence the formation of a professional identity are examined for nonnative English speaking TESOL pre-service professionals. An extensive literature review of the topic is included. The paper is a case study of one TESOL NNES graduate student and her struggle to define a professional identity as both a learner and a teacher. General social identity theory is asserted to be useful in understanding this issue. (Contains 39 references.) (KFT)

ED 457 683   FL 026 905

Morrison, Bruce, Ed.; Cruikshank, Don, Ed.; Gardner, David, Ed.; James, Jeff, Ed.; Keobke, Ken, Ed.
Information Technology & Multimedia in English Language Teaching. Selected Papers from the ITMELT '99 Conference (Hong Kong, November 6-7, 1999).
PUB DATE- 99
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Class Activities; Classroom Techniques; Educational Technology; English (Second Language); Foreign Countries; *Information Technology; Learning Modules; *Multimedia Materials; *Second Language Instruction; Second Language Learning; World Wide Web; Writing (Composition)
IDENTIFIERS- Hong Kong

This edited volume of conference papers includes the following: "The Mystery Photo Album: Defining a CALL Paradigm" (Ken Keobke); "Lexicon-Driven Learning on the Internet: A Design Strategy for a World Wide Web 'Virtual Language Learning Classroom'" (Chris Greaves); "Giving Students Something To Do with Concordance Output" (Tom Cobb); "Using a Corpus of Student Report Writing to Help Students Write a Better Report" (Linda Lin); "Encouraging Creative Writing Through IT" (Grace Pow); "Multimedia Movies" (David Gardner); "CALL for Oral Skills in English: The Development, Implementation and Operation of the Computer Assisted Voice Mail Oral Practice System at the Open University of Hong Kong" (Anita Poon, K. C. Tang, and Thomas Tang); "Putting Individual Writing Tutorials Online" (Geoff Millar); "An EAP Module Via the Merlin Internet Learning Environment" (David Oakey); "Living Lessons for University Learners of English" (Gino Yu); "Guidelines for Evaluating ESL Listening Resources on the World Wide Web" (Hao-Jan Howard Chen); "Evaluation of an On-Line Rater Training and Monitoring System" (Jan Hamilton, Sue Reddel). (KFT)

ED 457 684   FL 026 906

Felix, Uschi
Beyond Babel: Language Learning Online.
PUB DATE- 01
NOTE- 359p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Chinese; Class Activities; Classroom Techniques; *Educational Technology; English (Second Language); Foreign

NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Civics; *English (Second Language); *Federal Legislation; Immigrants; Limited English Speaking; *Literacy; National Programs

This report summarizes the federal legislation authorizing the English Literacy and Civics Education (EL/CE) initiative, discusses the background of English literacy and civics education in the United States, and describes the adult English language learner population today. In addition, the report also reviews the current status of the EL/CE initiative, highlighting promising practices of the EL/CE demonstration projects now underway. Section headings include the following: "Overview"; "Federal Legislation"; "English Literacy Instruction and Civics Education in the United States"; "Instructional Approaches Used With the Adult English Language Learner Population"; "Profiles of the English Literacy and Civics Education Demonstration Projects" (which includes subheadings on the purpose of the projects, partnerships, needs assessment, approaches, curriculum, assessment tools, professional development, and products); "English Literacy and Civics Education Demonstration Project Information"; and "Recommended Resources." (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 457 705 FL 801 460

Brown, H. Douglas
Strategies for Success: A Practical Guide to Learning English.
PUB DATE- 02
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Brain Hemisphere Functions; Charts; *Cognitive Style; Cultural Education; *English (Second Language); Illustrations; *Learning Strategies; Questionnaires; Second Language Instruction; Second Language Learning; Student Evaluation; Test Anxiety; *Test Wiseness

This book aims to empower students and teachers to take a fresh look at the learning process. It guides students to become aware of their learning styles and to develop strategies to make their language learning successful. The book includes the following features: questionnaires in every chapter to help learners assess their learning styles; discussion to encourage students to explore language learning strategies, take risks, build self-confidence, and acquire successful test-taking strategies; exercises to help learners practice all language skills while developing learning strategies; and journal writing guides. The book has 12 chapters: "What Kind of Learner Are You?"; "Discovering Your Learning Styles"; "Left Brain and Right Brain"' "Motivating Yourself and Setting Goals"; "Developing Self-Confidence and Lowering Anxiety"; "Learning to Take Risks"; "What's Your Language IQ?"; "The Influence of Your Native Language"; "Learning a Second Culture"; "Using Individual Learning Strategies"; "Using Group Strategies"; and "Strategies for Taking Tests." (Adjunct ERIC for ESL Literacy Education) (KFT) self-reported growth. The study also used ordinary least squares (OLS) regression and hierarchical linear modeling (HLM) to examine these influences. While the significant student level predictor variables in the OLS and HLM models are substantially similar, the HLM results are more robust because they take into account the interaction effects between campus mission and students. (Contains 2 figures, 10 tables, and 80 references.) (Author/SLD)

ED 457 726   HE 034 375

Dahra, Amita; Howard, Kyland
Multiple Race Reporting. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Ethnicity; Racial Differences; *Racial Identification; *Standards; *Statistical Analysis
IDENTIFIERS- Office of Management and Budget

For more than 20 years the standards set in Statistical Policy Directive No. 15 of the Office of Management and Budget (OMB) have provided a common language to define and group the social constructs of "race" and "ethnicity." The definitions were developed to provide consistency in the collection of data by various federal agencies. Since the beginning of the last decade, the categories specified by the OMB have come under criticism for not reflecting the increasing diversity of the United States appropriately. In 1997, in response to this criticism, the OMB modified the existing categories. This paper discusses the modification process, the changes made, and the result of an experiment by the University of Maryland in using one of the new formats. The University decided to investigate the categories for its freshman population if OMB's questionnaire and tabulation guidelines were used. Since Maryland's undergraduate application contained race data under the single-race reporting format (choice of only one racial category), it was possible to match the applications to responses to a freshman survey that used the combined format. This option treated the choice of Hispanic ethnicity as a race and gave respondents six categories from which to choose. Approximately 5% of the freshmen selected more than one racial identity when the option was given to them. Other analyses have provided similar results. The paper discusses the implications of these findings and ways of using self-report data. An appendix provides definitions for the old and new categories. (Contains 4 tables and 12 references.) (SLD)

ED 457 727   HE 034 376

Braswell, Cara Mia; Gottesman, Robert W.
Analysis of Factors Influencing Employment Migration of Recent Degree Recipients. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

verify the accuracy of past data collections and the existing facilities database. Information was also gathered from individual departments for approximately 11,000 rooms. Judging the "efficient use" of space remains subjective, but having current measurable information is making the process of space allocation go more smoothly. (Contains 3 tables and 13 references.) (SLD)

ED 457 749 HE 034 403

Hallongren, Eugene G.
DeVry Institute of Technology: A Model for the 21st Century.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Seminar on New Options for Higher Education in Latin America: Lessons from the Community Colleges Experience (September 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); *Articulation (Education); *Community Colleges; Higher Education; *Technical Education
IDENTIFIERS- *DeVry Institute of Technology IL

This presentation describes the DeVry Institute of Technology, a four-year, regionally accredited baccalaureate degree-granting institution that provides career-oriented degrees in business and technology to a diverse student population. DeVry has filled this niche for 70 years and now has 18 Institutes in the United States and Canada educating nearly 44,000 students, 56% of whom are minorities. DeVry is an example of universally accessible higher education that has become a major outlet for community college students looking to pursue a four-year degree. DeVry works closely with community colleges to establish articulation agreements. The experiences of the DeVry Institute illustrate some problems in higher education that are relevant to other institutions. DeVry has made progress toward changing the perception that career-oriented institutions are simply training students and are not capable of providing a well rounded education. As the need for skilled workers increases, it is necessary to ensure that institutions that can provide this type of growth proceed smoothly. Of the utmost importance is the existence or creation of an environment open to alternative forms of education. Maintaining an open environment does not mean allowing every institution similar credit. DeVry takes accreditation very seriously. Another public issue the Institute has faced relates to financial aid. Currently more than 75% of DeVry students rely on some sort of financial aid. These issues have relevance in the United States and in Latin America as the Latin American system of private universities expands. (SLD)

ED 457 750 HE 034 404

Making Connections. Annual Report, 2000-01.
PUB DATE- 01
NOTE- 41p.; Photo and figures produced in color may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Annual

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Endowment Funds; Ethics; *Fund Raising; Governing Boards; Higher Education; *Private Financial Support; *Trustees

This guide for the governing boards of independent institutions discusses conducting a comprehensive fund-raising campaign. A comprehensive fund-raising campaign is broader and more strategic than past capital fund raising campaigns. Its financial goals include all potential gifts from annual fund donors, all gifts for the endowment, all gifts for capital purposes, and gifts for other restricted purposes as well. Comprehensive fund-raising campaigns require intensive planning with board leadership and a written campaign plan. Comprehensive campaigns, most of which last at least 5 to 7 years, cost money, and the board must assure that the campaign is adequately funded. The campaign budget should supplement, not replace, the operating budget of an already healthy fund-raising program. Campaign leaders will develop goals for individual trustee giving and cumulative board support, and all trustees must be prepared to participate. The board must ensure that the campaign is conducted with the highest ethical standards and with sound policies and procedures. (SLD)

ED 457 773 HE 034 430

Boud, David, Ed.; Cohen, Ruth, Ed.; Sampson, Jane, Ed.
Peer Learning in Higher Education: Learning from & with Each Other.
PUB DATE- 01
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Students; *Cooperative Learning; Higher Education; *Peer Teaching; Teaching Methods

The essays in this collection explore how educators can formalize the use of peer learning to encourage more effective learning in higher education. The chapters are: (1) "Introduction: Making the Move to Peer Learning" (David Boud); (2) "Designing Peer Learning" (Jane Sampson and Ruth Cohen); (3) "Strategies for Peer Learning: Some Examples" (Jane Sampson and Ruth Cohen); (4) "Implementing and Managing Peer Learning" (Ruth Cohen and Jane Sampson); (5) "Peer Learning and Assessment" (David Boud, Ruth Cohen, and Jane Sampson); (6) "Team-based Learning in Management Education" (Ray Gordon and Robert Connor); (7) "Project Management Teams; A Model of Best Practice in Design" (Jenny Toynbee Wilson); (8) "Peer Learning in Law: Using a Group Journal" (James Cooper); (9) "Autonomy, Uncertainty and Peer Learning in IT Project Work" (Brian Lederer and Richard Raban); (10) "Peer Learning Using Computer Supported Roleplay - Simulations" (Robert McLaughlan and Denise Kirkpatrick); (11) "Aligning Peer Assessment with Peer Learning for Large Classes: The Case of an Online Self and Peer Assessment System" (Mark Freeman and Jo McKenzie); and (12) "Conclusion: Challenges and New Directions" (David Boud). (SLD)

ED 457 774 HE 034 432

Howard, Jeffrey, Ed.
Service-Learning Course Design Workbook.

requires constituent units of the Connecticut system of higher education to submit their first accountability report using this prototype to the Commissioner by January 1, 2001. The Commissioner then must transmit the first consolidated accountability report for the state system of higher education to the Education Committee by February 1, 2001. This prototype contains these sections: (1) "Introduction"; (2) "Development of the Accountability Report Prototype"; (3) "Approved Measures To Be Included in First-Round Report"; (4) "Measures To Be Included at a Later Date"; and (5) "Draft Outline of Accountability Report." Five attachments contain the executive summary of the previous progress report, a list of members of the performance measures task force, the performance indicators for the first round report, later performance indicators, and a sample measures report. (SLD)

ED 457 794   HE 034 459

College and University Enrollment in Connecticut, Fall 2000. Report.
PUB DATE- 00
NOTE- 58p.; Appended are 11 fall 2000 enrollment data tables published in June 2001.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Enrollment; Ethnicity; Higher Education; Minority Groups; *Racial Composition; Racial Differences; Sex Differences; *Student Characteristics
IDENTIFIERS- *Connecticut

This report analyzes fall 2000 headcount enrollment as reported by Connecticut's public and independent universities and colleges. It presents data on students who are enrolled for credit, with detail by full- and part-time status, level (undergraduate, graduate, or first professional), and first-time freshmen. Connecticut public and independent colleges enrolled 160,709 students in fall 2000, up 2,876 (1.8%) from last year. Although modest overall, this growth continues the gradual comeback from the low enrollment point 4 years earlier. However, fall headcount enrollment remained below the peak attained in 1989. Enrollment grew more at public institutions, and remained nearly stable at independent institutions. The overall growth was largely caused by an increase in the number of undergraduates. Graduate enrollment increased by a very small amount, Specific information is provided for components of the state's public higher education system: (1) the University of Connecticut; (2) Connecticut State University; (3) the community and technical college system; and (4) Charter Oak State College. Data for independent colleges is divided into data for the "national independents," which draw from a national pool of students, and "regional independents, which draw their students from the local area. The most dramatic changes in enrollment occurred in the five 2-year independent institutions, where the overall enrollment dropped by 23.7%. Appended are 11 data tables. (SLD)

ED 457 795   HE 034 460

Leung, Cynthia M.; Berry, John W.
The Psychological Adaptation of International and Migrant Students in Canada.
PUB DATE- 01
NOTE- 31p.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; Case Studies; *College Faculty; Cultural Awareness; Cultural Differences; Departments; Engineering; *Foreign Students; *Graduate Students; Higher Education; *Language Proficiency; Public Health; *Teacher Attitudes

The attitudes of faculty members toward international students were studied through comparative case studies of four academic departments at three professional schools of a Midwestern university. The focus was on graduate students because most international students at a 4-year institution study at the graduate level. In all 54 faculty members in the public health, architecture, mechanical engineering, and materials science and engineering departments were interviewed. Faculty members displayed a range of awareness of any problems international graduate students might have. Some observed few differences between domestic and international students, but most indicated an awareness of academic and personal issues such students face. Most recognized difficulties with English as a major hurdle for these students, and more faculty members were aware of language problems than any other issue. Many acknowledged the difficulties in cultural adjustment. Faculty members tended to identify the same areas students in other studies had indicated as obstacles in their studies in the United States. Some differences among departments are noted. (Contains 30 references.) (SLD)

ED 457 817 HE 034 490

Ridley, Dennis R.; Cuevas, Nuria M.; Matveev, Alexei G.
Transitions between Tiers in U.S. News and World Report Rankings of Colleges and Universities.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change; *Colleges; *Educational Improvement; Educational Quality; Higher Education; *Institutional Characteristics; Periodicals
IDENTIFIERS- *Ranking

This study investigated whether changes occur frequently in the ratings of colleges by "U.S. News and World Report." The annual rankings of colleges receive considerable publicity and are taken quite seriously by the media and the public. The three lowest tiers of colleges are not ranked. The study was intended to determine how much movement occurs in those ratings, whether rising or falling. Ratings for 6 years (1996 through 2001) were studied for 162 nationally ranked 4-year liberal arts colleges, and the study was replicated with colleges from Southern Region that offered master's level programs. At the national level, change occurred in 14% of the opportunities, so that most of the year-to-year comparisons showed no change. There were very few institutions that appeared less than six times in the rankings. At the regional level, change occurred in 19% of the opportunities. In general, there was sufficient stability within the rankings to make one take a skeptical view of efforts to improve an institution's rankings. At the same time, the findings bode well for those institutions that are satisfied with their rankings. (Contains 9 figures and 13

Service learning (SL) is a teaching method that integrates service to the community with classroom curriculum and provides a hands-on approach to mastering subject material while fostering civic responsibility. Through funds from the Corporation for National Service (CNS), nearly every state has resources and some level of SL programming. Although practitioners have long held SL in high regard, policymakers have generally been slower in recognizing its benefits. As of December 2000, 23 states had no mention of SL in any state policy. Most of those states were receiving funds from the CNS and using those funds to implement programs through their state department of education. At least eight states had proposed legislation related to SL in the 2000 legislative session. As of 2000, only 16 states mentioned SL in statues, and 23 mentioned it in their state code or regulations. Only six states included SL in their state education standards, and six had authorized funding appropriates and the creation of SL activities and programs. (A 19-page table detailing the following items for each of the 50 states and U.S. territories is appended: treatment of SL in the state constitution, statutes, and/or codes/regulations; state board of education regulation and funding of SL; and existing SL programs.) (MN)

ED 457 322 CE 082 216

Berns, Robert G.; Bailey, Dora L.
School-to-Work Professional Development Package for College and University Arts & Sciences Faculty, 2001.
SPONS. AGENCY- Department of Labor, Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 01
NOTE- 373p.; A publication of the School-to-Work Integration Coalition: Preservice Teacher Education Project, a collaborative effort of the State University Education Deans, the Ohio Board of Regents, and the Ohio Department of Education. For related publications, see ED 428 291 and CE 082 217. Presentations CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Basic Skills; Beginning Teacher Induction; *College Faculty; Concept Mapping; Course Descriptions; Courses; Decision Making; Definitions; *Education Work Relationship; Educational Environment; Educational Practices; Educational Theories; Employment Qualifications; Entry Workers; Evaluation Criteria; *Faculty Development; Guidelines; Higher Education; Instructional Development; Integrated Curriculum; Learning Activities; *Liberal Arts; Models; National Standards; *Preservice Teacher Education; Reflective Teaching; Statewide Planning; Systems Approach; Teacher Certification; Teacher Competencies; Teacher Evaluation; Teacher Qualifications; Teaching Methods; Universities
IDENTIFIERS- *Contextual Learning; Contextualized Instruction; Crosswalks (Linking); Decision Grid; Generic Skills; K W L Strategy; *Ohio; Reflective Practice; Secretarys Comm on Achieving Necessary Skills

This document is intended to assist organizers of professional development activities for arts and sciences faculty members of preservice teacher education programs at Ohio colleges and universities. The following materials are included: (1) a decision matrix to organize the decisions made by facilitators of professional development activities; (2) a framework for toward worker adjustment and re-employment as they have evolved in the 1990s. The study found that the federal government, through the Department of Labor, acknowledged responsibility for the unemployment resulting from the end of the Cold War and that new types of programs were needed for these displaced workers. However, results of the initiatives spawned by these policies were mixed. Key conclusions of the study include the following: (1) the federal government endorsed a radically "marketized" approach (supporting mergers, encouraging firms to seek foreign military markets rather than to diversify at home, and favoring short-term technological fixes) to labor resulting in workers bearing the brunt of the costs of post-Cold War downsizing as their employers continued to earn high profits; (2) programs geared toward re-employing displaced workers meet their goals when they dedicate brainpower and financial resources to matching and adapting existing employee skills to identifiable opportunities in local labor markets; (3) transition programs directed at businesses retain jobs when they encourage training-intensive (as opposed to technology-intensive) strategies; and (4) if they are to create jobs, federal investments in emerging technologies require not only the "push" of initial research and development expenditures, but also the large-scale market creation induced by government procurement policies. (Contains 119 references, 16 tables, 3 boxes, and 3 figures.) (KC)

ED 457 338　　　CE 082 342

Batt, Rosemary; Christopherson, Susan; Rightor, Ned; Van Jaarsveld, Danielle
Net Working: Work Patterns and Workforce Policies for the New Media Industry.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; College Graduates; Computer Assisted Design; Computer Graphics; Computer System Design; Creativity; *Educational Needs; Emerging Occupations; Employee Responsibility; *Employer Employee Relationship; Employment Opportunities; Employment Patterns; Employment Practices; Employment Qualifications; Fringe Benefits; Independent Study; Information Industry; Information Systems; *Information Technology; *Internet; Job Skills; *Professional Continuing Education; Programming Languages; Salaries; Salary Wage Differentials; *Self Employment; Skill Development; Technological Advancement; Telecommunications
IDENTIFIERS- Computer Related Occupations; Contingent Employment; Intermediaries; *New Media; New York (New York)

A study was made of the labor market issues facing professionals and employers in the new media industry, an industry that combines elements of computing technology, telecommunications, and content to create products and services that can be used interactively by consumers and business owners. The study was carried out through a Web-based survey of members of five intermediary associations that serve workers in the industry. The study focused on a group of highly accomplished professionals in New York City to identify lessons for success in a project-oriented environment with highly complex skill demands and rapidly changing technology. The study found that the professionals surveyed earned an average of $99,000 from

Investment Act 1998
Early state and local progress toward implementation of the Workforce Investment Act of 1998 (WIA) was reviewed. Data were collected through visits to selected sites in Florida, Kentucky, Pennsylvania, Texas, Utah, and Vermont and a 90-item Workforce System Information and Evaluation (WSIE) data collection form. The following aspects of WIA implementation were examined: plan development and submittal; governance and administration; service design and delivery; program administration and support; linkages between school-to-work and WIA planning; and overall progress toward implementation. In most states, WIA's major precepts had already been incorporated into state legislation or local practice before passage of the WIA. The following key challenges in WIA implementation were identified: (1) expanding and enriching the menu of available core and intensive services; (2) clarifying relationships among one-stop service delivery partners; (3) improving federal/state guidance and state/local response; (4) improving employer services and increasing the level of employer involvement; (5) developing comprehensive youth services; and (6) developing and improving a shared workforce development management information system. (Appended are the WSIE data collection instrument, information about constructing a WSIE composite index of readiness, the Department of Labor's "Planning Guidance and Instructions for Submission of the Strategic Five-Year Plan," and highlights from the evaluation.) (MN)

ED 457 356 CE 082 382

Burghardt, John; Schochet, Peter Z.
National Job Corps Study: Impacts by Center Characteristics.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 01
NOTE- 106p.; MPR Reference No. 8140-530.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Counseling Services; Delivery Systems; Differences; *Education Work Relationship; Educational Benefits; Employment Patterns; *Employment Programs; Employment Services; Enrollment Trends; Evaluation Methods; Health Services; Job Placement; Job Training; Longitudinal Studies; Measurement Techniques; *National Programs; National Surveys; Outcomes of Education; Outreach Programs; Participant Characteristics; *Performance Factors; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Implementation; Regional Characteristics; Residential Programs; Salary Wage Differentials; *Vocational Education; Youth Employment; Youth Programs
IDENTIFIERS- Civilian Conservation Centers; Civilian Conservation Corps; Impact Studies; *Job Corps
The question of whether the Job Corps's impacts on students' employment and related outcomes differ according to the characteristics of the Job Corps center attended was examined. The study sample consisted of approximately 9,400 program group members and 6,000 control group members who were randomly selected from among the nearly 81,000 applicants nationwide who applied for Job Corps services for the first time between November 17, 1994, and December 16, 1995, and were found eligible for services by February 1996. Study participants were interviewed shortly after their random assignment and 12, 30, and 48 months thereafter. Job Corps impacts were similar for contract centers and Civilian Conservation Centers. Impacts

Golding, Barry; Davies, Merryn; Volkoff, Veronica
A Consolidation of ACE Research, 1990-2000. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Access to Education; Adult Education; Adult Learning; *Adult Programs; Articulation (Education); *Community Education; Delivery Systems; Disadvantaged; Education Work Relationship; Educational Opportunities; Educational Quality; *Educational Research; Educational Supply; Educational Technology; *Educational Trends; Enrollment Trends; Equal Education; Experimenter Characteristics; Financial Support; Foreign Countries; Labor Force; Lifelong Learning; Literature Reviews; Longitudinal Studies; National Surveys; Outcomes of Education; Participant Characteristics; Participation; Postsecondary Education; Recognition (Achievement); Research Methodology; Research Needs; Research Pr *Australia; International Surveys; *TAFE (Australia)
IDENTIFIERS- *Australia; International Surveys; *TAFE (Australia)

The volume and scope of research into adult and community education (ACE) in Australia have increased significantly over the past decade. Studies designed to map, reevaluate, showcase, and promote ACE have been funded by Australia's federal and state governments and by bodies such as Adult Learning Australia. Practitioner-generated research has also proved significant. Key approaches to ACE research over the decade have ranged from broad-brush quantitative and mapping exercises and studies aiming at clarifying the extent and nature of participation and provision to projects exploring issues of practice, pedagogy, the targeting of particular client populations, and the multidimensionality of outcomes. Since the middle of the decade, ACE research has focused particularly on the underrepresentation in ACE of groups such as women, people whose native language is other than English, rural and remote populations, people with disabilities, older learners, indigenous people/communities, unemployed people, early school leavers, and small business proprietors and employees. Nonparticipation, ACE outcomes and contributions, and opportunities and challenges in ACE have been objects of research. The following areas are among those identified as meriting further research: marketing and promotion; interface with other sectors; new conceptions of adult learning; learning communities; lifelong learning; and impacts of social change on ACE. (Contains 288 references.) (MN)

ED 457 374 CE 082 414

Skill Trends in the Building and Construction Trades.
PUB DATE- 01
NOTE- 41p.; Produced with the assistance of the Department of Employment, Workplace Relations, and Small Business (DEWRSB) for the Building and Construction Working Group.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Building Trades; Education Work Relationship; Educational Needs; Educational Opportunities; *Employment Patterns; *Employment Qualifications; Enrollment

intermediaries are as follows: improving the job matching process; increasing work force quality; and changing employer behavior (improving job quality, firm productivity, and training opportunities within firms). The types of organizations performing intermediary functions include agencies in the public sector, community-based organizations, employer associations, unions, community colleges, and multisector collaborations. Eight characteristics of effective intermediaries have been identified along with seven recommendations for good practice. The following case studies are appended: "Chrysalis" (Dorie Seavey); "Wildcat Service Corporation and the Private Industry Partnership" (Jonathan Schlefer); and "WIRE-Net and the Hire Locally Program" (Patricia Ma, Tony Proscio). (Contains 15 endnotes.) (MN)

ED 457 390 CE 082 434

Plastrik, Peter
Responding to a Changing Labor Market: The Challenges for Community-Based Organizations.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 15p.; Produced with Judith Combes Taylor. Fourth in a series from the Jobs Initiative. Paper documents an Annie E. Casey Foundation conference (Chicago, IL, April 27-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; At Risk Persons; *Community Organizations; Cooperative Programs; Coordination; Cost Effectiveness; Economically Disadvantaged; Educationally Disadvantaged; Employment Potential; *Employment Services; Job Applicants; Job Placement; *Labor Force Development; Labor Market; *Labor Needs; Nonprofit Organizations; *Organizational Change; Organizational Development; *Organizational Effectiveness; Productivity; Program Improvement; Unemployment

Changes in the labor market and rising expectations of employers, government, and job seekers are putting enormous pressure on non-profit, community based organizations (CBOs) in the field of work force development. Providing intensive services for hard-to-serve populations costs more than serving clients who are more "job ready," yet increased competition for government contracts is driving down prices. CBOs may have many different looks but they face remarkably similar problems: many simply do not know how to meet the new demands of the labor market for disadvantaged job seekers, and many have limited capacity to do what is needed to become more effective providers in the labor market. To respond to the challenges, CBOs can commit to organizational change; collaborate to learn and gain strength in the marketplace; adopt a "dual customer" approach; find out what employers are looking for--and respond to it; learn what it takes to be an effective work force provider; develop strong ties with human services providers; develop the organization's "cultural competency;" start using data to improve the organization's performance; and initiate dialogue with government officials and other potential partners about ways to help CBOs build capacity to improve their performance. (YLB)

ED 457 391 CE 082 435

Bosworth, Brian
Working Together on Worker Training. Issue Brief.
PUB DATE- 00
NOTE- 9p.; Publication of the Workforce Innovation Networks

Administration; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; State of the Art Reviews; Systems Approach
IDENTIFIERS- *Alberta

Alberta Learning was created in May 1999 to enhance the focus of the government of Alberta, Canada, on lifelong learning and equipping all Albertans with the information and skills needed to live and work in the information age. During its first year of operation, Alberta Learning focused on its core businesses of basic learning, adult learning, and apprenticeship and industry training, as well as on working with partners and stakeholders to create a more integrated lifelong learning system for Albertans. The following were among Alberta Learning's key accomplishments in 1999-2000: (1) establishment of a 56-member transition team to guide efforts to build a fully integrated lifelong learning system; (2) increased support for schools by 12.6% to sustain a world-class education for Albertans, meet the needs of the province's diverse student populations, and address public concerns about the safety of children in school; (3) increased support for adult learning programs by 16.7% to address public concern about postsecondary student costs and prepare Albertans for the global economy; and (4) revised legislation to enhance the responsiveness of the apprenticeship and industry training system. (Seventy-one tables/figures are included. A summary of Alberta Learning's accomplishments and the methodology for analyzing results are appended.) (MN)

ED 457 408 CE 082 475

Rudy, Dennis W.; Rudy, Ellen L.
Report on Career Pathways: A Success Story in Berrien County, Michigan.
PUB DATE- 01
NOTE- 11p.; Commissioned by Berrien County Intermediate School District.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Standards; Articulation (Education); Career Development; Career Education; Career Planning; Case Studies; Delivery Systems; *Education Work Relationship; Educational Attainment; Educational Change; Educational Quality; Elementary Secondary Education; Evaluation Methods; *Integrated Curriculum; Models; Occupational Clusters; Outcomes of Education; Partnerships in Education; Postsecondary Education; Program Effectiveness; Program Evaluation; *Program Implementation; School Business Relationship; School Community Relationship; *School Districts; *State Programs; Statewide Planning; Student Surveys; Systems Approach
IDENTIFIERS- Berrien County Intermediate School District MI; Michigan

Independent evaluators examined the progress of the Berrien County Intermediate School District in Berrien County, Michigan, in implementing Michigan's Career Preparation System. The evaluation established that the district has provided the leadership, training, resources, and continued support to implement a systemwide school-to-career reform effort throughout the district. The district has effectively engaged school leaders, teachers, business and industry, community colleges and universities, and economic organizations in developing educational experiences and partnerships to provide all students with the academic course work, technical training, work behavior, knowledge, and skills for success in their

ED 457 427 CG 031 163

Rudner, Lawrence M.
Responding to Testing Needs in the Twenty-First Century with an Old Tool.
PUB DATE- 01
NOTE- 13p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; *Criterion Referenced Tests; *Educational Assessment; Educational Theories; Elementary Secondary Education; *Evaluation; *Measures (Individuals); Testing; Theory Practice Relationship
IDENTIFIERS- Bayes Theorem

This articles discusses ways to respond to the need for criterion referenced information using Bayes' theorem, a method coupled with criterion referenced testing in the early 1970s. The theorem determines the most likely classification for an examinee from a dichotomous choice or through placement on a categorical or interval scale. A discussion is included on the application of the theorem to computer adaptive tests, in which an examinee's ability level is estimated during the testing process. Bayesain adaptive testing requires less pretesting; needs smaller item pool; can be applied to criterion referenced and diagnostic testing; can generate classifications based on multiple skills; and requires relatively little statistical knowledge relative to item response testing. The basic framework of this testing can be applied to a range of settings, and several classroom applications are presented. The framework can also be embedded in an intelligence tutoring system to determine mastery after each instructional unit. (Contains 16 references.) (JDM)

ED 457 428 CG 031 164

Ametrano, Irene M.; Stickell, Sue A.
Assessment in Counselor Education: Admissions, Retention, and Capstone Experiences.
PUB DATE- 01
NOTE- 11p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Codes of Ethics; *Competence; *Counselor Training; Counselors; *Evaluation; Graduate Students; Graduate Study; Higher Education; *Measures (Individuals); *Tests
IDENTIFIERS- Eastern Michigan University

The development of effective procedures for assessing the competency of counselors-in-training is a challenge facing counselor educators. The responsibility for assessment is documented in codes of ethics and standards for all counseling professional organizations. They suggest that students be assessed at admissions, during the program, and upon graduation on both academic competencies and personal issues that could interfere with their professional ability. Assessment procedures in the Department of Leadership and Counseling at Eastern Michigan University are described to illustrate how these types of procedures can be accomplished. (Contains 17

ED 457 451 CG 031 220

Brammer, Robert; Haller, Katherine; Roberson, Janice
Psychotherapists' Perceptions and Understanding of Pharmacotherapy.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Counselor Qualifications; *Counselor Training; Higher Education; *Pharmacology; Surveys
IDENTIFIERS- *Psychopharmacology

Attendees at the 1998 Texas Counseling Association's annual convention were given a brief survey and short test on psychopharmacology. Analysis was performed to examine the effects of demographic and ideological variables. The model moderately explained the variance on the psychopharmacology test with only 2.5% of the adjusted variance explained by the demographic and ideology variables. Even those who had taken courses in psychopharmacology failed to score significantly higher than their peers. A strong relationship was determined between the demographic and ideological variables and the perceived need for additional training in psychopharmacology. Practitioners with more clinical experience and more coursework in pharmacology believed more medical courses should be required in their respective disciplines. (Contains 37 references.) (Author/JDM)

ED 457 452 CG 031 221

Fernan, Steve; Parman, Mary Jo; White, Doug; Wiltrout, Dan
Offering Educational Opportunities to Expelled Students in Wisconsin. Bulletin No. 02030.
PUB DATE- 01
NOTE- 42p.; Prepared by Wisconsin State Department of Public Instruction, Division for Learning Support: Equity and Advocacy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; *Elementary Secondary Education; *Expulsion; *Federal Legislation; Gun Control; Guns; *High Risk Students; Public Education; *School Safety
IDENTIFIERS- Gun Free Schools Act 1994; *Wisconsin

The U.S. Congress bolstered the increase in expulsions by passing into law the federal Gun Free School Act of 1994. All states receiving federal funds were to pass laws requiring schools to expel students who brought firearms to school or to school activities. There is evidence that schools are safer, but expulsion rates continue to climb. With this publication, Wisconsin joins the national challenge to reverse the upward trend in school expulsions by encouraging all Wisconsin schools and communities to provide educational services for expelled students. The report identifies key issues in balancing school safety and educational opportunities, reports on a sample of national, state, and local strategies to address the challenge, and acknowledges selected Wisconsin school districts, cooperative educational service agencies, and community based organizations for doing more than current state law requires. Possible next steps are described. Vignettes of several

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Preparation; Developmental Studies Programs; English; Grade 8; Higher Education; Middle School Students; Middle Schools; Pilot Projects; Test Wiseness

This document examines whether early targeted academic intervention can improve college admission test scores and pre-college planning for students identified through the Duke Talent Search and the school system Challenge Program. Students selected for the Early Awareness Test Preparation Pilot Program were invited to participate during their eighth grade year and a 4-year commitment to the program was requested. Through the pilot program, students annually attended a series of classes in Math, English, and test taking skills. Preliminary results indicated that the program assisted a majority of students in gaining an opportunity to increase test scores. Both the lack of an exit summary and the size of the pilot program were drawbacks to the study. Approximately half of the students were unable to attend the last testing. It is hoped that upon completion of the 4-year pilot, results from the first year can be assessed in comparison to the total remaining student population. This could provide a clearer picture of what can be accomplished through the utilization of the program. (Contains 13 references.) (JDM)

ED 457 475 CG 031 254

Coleman, Hardin L. K.; Morris, Dianne; Norton, Romana A.
Developing Multicultural Counseling Competence through the Use of Portfolios.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Method (Teaching Technique); *Competence; *Counselor Training; Counselors; *Cross Cultural Training; *Cultural Pluralism; Graduate Students; Higher Education; *Portfolio Assessment
IDENTIFIERS- Multicultural Counseling

This paper investigates the ability of portfolios to stimulate the acquisition of multicultural counseling competence within counselors-in-training. It also compares the efficacy of portfolios to case formulation, another method of competence development. Students (N=27) attending a required course on multicultural counseling at a large Midwestern university were randomly assigned to one of two groups. One group was trained to develop a portfolio of their multicultural competence and the other was trained in the process of developing an ecologically oriented case formulation. The results offer qualified support for assuming that portfolios and specific training in ecological case formulation are effective techniques to stimulate multicultural counseling competence, but contribute differently to the process. The results also suggest that developing a portfolio better prepares counselors to effectively engage with clients for whom issues of culture are an essential aspect of the presenting problem. Limitations of the study are reviewed and a discussion is provided of the implications of using portfolios in training for multicultural family cohesion and adaptability, and (3) parental attitudes about personal and family issues which the program is designed to assist through a replacement questionnaire. The three major activities of identifying suitable consumers, locating appropriate host families, and providing initial and ongoing services to consumers, their families, and host families were all found to be satisfactory. Program performance during this evaluation period was positive, with near full enrollment, reasonable ancillary services to host and consumer families, and organizational support consistent with the needs of the program. Data in the future will be able to measure effects of the program on the consumer and their families in terms of individual and family functioning. (JDM)

ED 457 496   CG 031 279

Ramey, Luellen; Meyer, David P.
Final Evaluation Report: Family to Family Program.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Children; *Community Health Services; *Emotional Disturbances; Family Programs; Health Personnel; *Mental Health Programs; *Parent Attitudes; *Program Evaluation; *Respite Care; Social Services

This evaluation report of the Family to Family Program assesses parental attitudes towards their Family to Family experience and the functioning of their emotionally impaired children. It reviews issues of goal achievement; the impact on the targeted problem; service population demographics; and sustainability. Related topics include administration and administrative support; recruitment of consumer families; identification of host families; consumer support services; and characteristics of the consumers and their families. The report assesses all four variables proposed in the evaluation plan including: the functioning of participating children, family cohesion and adaptability, and parental attitudes about personal and family issues using the Family to Family Questionnaire. The evaluation concluded that the program succeeded in achieving its stated goals of providing appropriate families with respite services. Child, family, and parent variables measured by the three instruments all yielded significant evidence for the efficacy of the program. All statistical indices suggest that children, families, and parents function better as a result of the program's services. (JDM)

ED 457 497   CG 031 280

Lang, Michelle A.
Sexual Behavior, Risk Beliefs, and Assertiveness among Adolescents.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; Attitude Measures; Contraception; High School Students; High Schools; Safe Sex; Sex Differences; Sexuality;

maintain their confidentiality; and how to provide them with the support they need. (JDM)

ED 457 519 CS 014 463

Horton, Thelma White
Stemming, Jointing, and Eradicating Legitimate Learning Quagmires.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Learning Problems; Position Papers; Primary Education; *Reading Instruction; *Reading Processes

This position paper on teaching children to read explains with several examples exactly what "quagmires" are and how they hamper children as they learn the elements of reading basics. The paper takes a multidisciplinary approach to attacking stumbling blocks to learning most often experienced by child learners. To explain the concept of quagmire, the paper gives as an example the tying of a shoe lace--a problem that offers immense difficulty at the onset, one which must be solved, and one, which if conquered, offers immense gratification and value. The paper states that the quagmire of the reading process is not nearly as complicated as the learned process of feeding oneself. According to the paper, reading is a quagmire which differs from feeding oneself in four fundamental ways: reading is subject to mandatory disciplined behavior even at home; reading is a victim of free play in tolerance; accomplishment is not always immediate gratification; and "values" are obscured and mingled with the "value" systems of others, i.e., teachers, librarians, etc. The suggestion in the paper is to begin with the knowledge that reading is a survival tool. The paper concludes that here then is the key: Reading and learning go hand in hand--there must be physical separation of home and school but authentic education is the best way to go. It finds that accepting legitimate learning quagmires is how to get there. (NKA)

ED 457 520 CS 014 517

Hughes, Joan E.; Packard, Becky Wai-Ling; Reischl, Catherine H.; Pearson, P. David
Using Reading Classroom Explorer's Interactive Notebook: Student-Initiated Inquiries in a Collaborative Setting.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (48th, Austin, TX, December 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Educational Research; *Hypermedia; Instructional Effectiveness; Literacy; *Research Papers (Students); *Student Research; Teacher Education
IDENTIFIERS- Learning Environment; Writing Thinking Relationship

The Reading Classroom Explorer (RCE), a hypermedia learning environment for teacher education, was developed in 1996. The environment contains searchable video clips of six exemplary teachers teaching reading, transcripts of classroom clips, questions to spur thinking, reference citations, and an interactive notebook. A study explored: what sorts of arguments

Reauthorization Legislation

Between October 1999 and May 2000, Congress considered the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. This report examines the proposals for changes in the act and underlying political factors. Research methods consisted of interviews and gathering of documents. Staff of both parties and both houses, at committee and subcommittee level, were interviewed. The legislation was affected by changes in ideology, institutional instability among interest groups, and the high degree to which members of Congress and their staffs were closed to outside interests. Due to changes in membership, partisanship increased. Republicans wanted block grants and voucher-like choice. Democrats wanted to preserve a program that already targeted the most needy students. Increased partisanship led to policy formation with outside access limited to a few coalitions and groups. In the past, practitioners' groups and a wide variety of interest groups were consulted. However, conservative groups such as the EXPECT coalition, with a suburban membership base, often gained the most access to Congress. At Congressional hearings the groups invited were largely governors and groups making the case for states' prerogatives. Two approved provisions with the greatest chance to alter the structure of the Title I program were related to portability (let the money follow the child) and flexibility (let some federal requirements be waived), both Republican preferences. The basic structures of the act that were set in place in 1994 remained, but the support for Title I and for categorical programs, in general, has diminished. A related concern is that university-based research in education was largely ignored. (Contains 24 references.) (RKJ/AUTHOR)

ED 457 542 EA 031 269

Widerquist, Karl
The Regressive Effect of STAR.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Public Schools; School District Spending; *School Taxes; State Aid
IDENTIFIERS- *New York

New York State's School Tax Relief Aid (STAR) heavily favors wealthier districts, partially reversing equalizing effects that state aid is designed to have. Normally state school aid helps bring less wealthy school districts closer to the standard of wealthier districts. It increases and makes up the lost revenue from taxpayers in the state as a whole. Increasing the property tax exemption reduces more from the burden of wealthier taxpayers than from less wealthy taxpayers, especially those in big cities. The third and fourth years are projected from previous trends, since the study was written halfway through the third year. Combined Wealth Ratio (CWR) and Operating Aid are the two important variables compared. CWR is designed so that the average is 1.0, with most schools varying from 0.3 to 3.0. Operating Aid is the primary form of state aid to school districts and is highly negatively correlated (-62.51 percent) with CWR. Wealthier districts receive more Operating Aid than less wealthy districts. The correlation between STAR and CWR is positive (12.43 percent in 1999). The districts were grouped by CWR into five equal-sized quintiles to determine the community values and social/cultural events; and willing to share in school leadership. Some identified barriers to effective instructional leadership as leadership without vision, lack of planning, communication breakdown at various levels, limited resources, lack of experience/understanding of school functions, and lack of readiness for beginning the school year. Recommendations include having service providers partner with principals to provide technical assistance/training and to validate effective practices, identifying quality trainers, having policymakers revisit educational and governmental mandates and policies and update them as needed, and having school boards concentrate on policymaking, not "micromanaging." (RT)

ED 457 562 EA 031 292

Simons, Judith; Connelly, Mark
Quality ESL Programs: An Administrator's Guide.
PUB DATE- 00
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Cultural Differences; Cultural Pluralism; Elementary Secondary Education; *English (Second Language); Ethnicity; *Immersion Programs; Limited English Speaking; *School Community Programs
IDENTIFIERS- Bethlehem Area School District PA

Cultural and linguistic diversity is increasing, and ESOL (English speaker of other languages) students are often at risk for academic failure. School boards' and administrators' legal and fiscal decisions should be based on valid research and detailed accounts of effective programs. Chapter 1 considers the history of structural responses to ESOL students. Chapter 2 outlines the task of learning a new language and teacher assessment. The book then provides sketches of legal developments. Chapter 4 analyzes the controversy about the language of instruction. Following this, generic programming models, including their strengths and weaknesses, and a detailed description of one effective model, are presented. Chapter 6 discusses the importance of reaching out to parents and the community. Next, the actual process of developing a program and related mandates and statutes is explored. Chapter 8 discusses the responsibilities of the ESL program administrator, and the preparation of teachers and support staff. The book closes with a list of key Web sites and a list of state and local resources for administrators. Appendices include studies comparing bilingual to structured immersion programs, a state-by-state contact person list for ESL mandates, stages of English acquisition, a program design checklist, various sample forms, a glossary, and a list of questions parents of ESOL students should ask about a program. (RT)

ED 457 563 EA 031 312

Good, Thomas L., Ed.
American Education: Yesterday, Today, and Tomorrow. Ninety-Ninth Yearbook of the National Society for the Study of Education, Part II.

Dismissal for School Personnel" (a taxonomy of lawsuits involving different types of immorality); "Facing a Day in Court: A Collaborative Learning Model for University Professors and School Practitioners" (redesign of curriculum and application in the administrator preparation program as it relates to coursework in school law); "The Legal Requirements of Title IX in Athletics" (jurisdiction, legal history, Title IX basics, athletic financial assistance, and effective accommodation of student interests); "The Free Expression Rights of Faculty in the Information Age. Copyright Law in Cyberspace: The Impact on Faculty Ownership and Productivity" (an examination of litigation regarding constitutional rights, especially those of free expression, and the electronic media); and "Zero Tolerance or (In)tolerance Policies? Due Process and the Law of Student Suspensions and Expulsions" (an examination of zero-tolerance policies largely in relation to their legal implications in regard to the law of student suspensions and expulsions). (Each paper contains references.) (DFR)

ED 457 582 EA 031 334

Greenough, Richard, Ed.; Blaha, Karen, Ed.
Public Education in the Northwest. Topical Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Community Action; *Competency Based Education; Educational Change; Educational Improvement; Educational Quality; Educational Testing; Elementary Secondary Education; Equal Education; Leadership Training; Public Schools; *Scores; *Standards
IDENTIFIERS- ACT Proficiency Examination Program; Scholastic Assessment Tests

Educators from the teacher, administrator, and school-board associations of the states of Alaska, Washington, Idaho, Montana, and Oregon joined with the Northwest Regional Educational Laboratory to highlight the achievements of the public schools in preparing children and youth for a successful and fulfilling life, and to note the significant participation of the associations in these endeavors. This summary is a way of sharing the practices deemed effective by the associations, and of offering them as resources for others. All five states can be justifiably proud of their students' academic achievement. On a variety of measures, students from the Northwest score as high, and usually higher, than their peers at the national level. This pattern has held and recently been strengthened, despite the challenges of persistent childhood poverty, rapidly increasing numbers of students whose first language is not English, and the mainstreaming of special-education students. The report presents the results of an international benchmarking study whose purpose is to provide useful student-achievement information about the performance of states relative to other countries. It broadly compares state 8th-grade mathematics and science performance for each of 44 states and jurisdictions participating in the National Assessment of Educational Progress with that of 41 nations who participated in the third International Mathematics and Science Study. (Contains 15 references.) (DFR)

"Maximizing Creative Collaboration" (Dave Ulrich); (9) "Culture Is the Key" (Regina E. Herzlinger); (10) "The Power of Choice" (Stratford Sherman); (11) "Leadership beyond the Walls Begins with Leadership Within" (Eli Cohen and Noel Tichy); (12) "The Mind-Set and Skill-Set of a Leader" (Stephen R. Covey); (13) "New Competencies for Tomorrow's Global Leader" (Marshall Goldsmith and Cathy Walt); (14) "How to Foster Champions" (Robert Porter Lynch); (15) "Creating Success for Others" (Jim Belasco); (16) "Leading Successful Change Initiatives" (Christopher Cappy and Robert Anthony); (17) "The Four Cardinal Principles of Leadership" (Arun Gandhi); (18) "Leading in a Leaderless World" (Iain Somerville and D. Quinn Mills); (19) "Principles of Effective Collaboration" (Patrick J. Waide, Jr.); (20) "Creating a Future We Wish to Inhabit" (Rita Harmon and Mel Toomey); (21) "Strategies for Win-Win Alliances" (Roxanne Spillett); (22) "Building Civic Coalitions" (Richard E. Cavanagh); and (23) "New Models of Public Leadership" (Joseph S. Nye, Jr.). (RT)

ED 457 601   EA 031 435

Daresh, John C.
What It Means To Be a Principal: Your Guide to Leadership.
PUB DATE- 02
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Education; Administrator Qualifications; *Administrator Role; Educational Administration; Elementary Secondary Education; Leadership Qualities; *Leadership Responsibility; *Leadership Training; *Principals; Superintendents

This book introduces the new principal or potential principal to an awareness of how the leadership role of that position is different from that of the teacher. Each of the 12 chapters begins with an incident in the life of a typical first-year principal as a way to discuss leadership concerns. The book closely examines the history of the perception of the principal's role, but only as a way to help the reader form his or her own view of leadership. "Personal Philosophies to Guide Action" helps to clarify the assumptions and values behind a principal's educational platform. The third and fourth chapters consider the "Building Level Administrators" and the role of "Superintendent and Central Office Administrators." In "Differing Views of Administration" and in "Visions of Leadership," the changing interpretations of these concepts allow the reader to select and adhere to a discernible managerial philosophy on a consistent basis. "What It Means To Be in Charge" examines the use of power and authority. "Conflict as Part of the Job" emphasizes reducing the emotional level of people involved in the inevitable conflicts. "Who Runs the Schools" ponders the role of teachers, teachers' organizations, parents, community members, and boards of education. "Frustrations of Leadership" offers ways to deal with the negative side of leadership. Finally, "Keeping the Journey Alive" reminds the reader of the need to find personal connections with other leaders and to pursue professional development. (Contains 88 references.) (RKJ)

Services; Teaching Methods; *Transitional Programs

This document contains materials from a seminar on preparing youth with disabilities for postsecondary education and quality employment held at the National Capacity Building Institute in the summer of 2001. The agenda for the Institute is provided along with the following papers: (1) "Postsecondary Education Supports for Students with Disabilities: A Review and Response" (Robert A. Stodden); (2) "The Development of Self-Determination and Self-Advocacy Skills: Essential Keys for Students with Disabilities" (Margo Izzo and Peg Lamb); (3) "Roles of Technology in Preparing Youth with Disabilities for Postsecondary Education and Employment" (Sheryl Burgstahler); and (4) "Current Challenges to Successfully Supporting and/or Accommodating the Desires and Needs of Youth with Disabilities in Postsecondary Education to Employment" (Teresa Whelley). Briefs are then provided on self-determination and self-advocacy skills (Margo Vreeburg Izzo), promising practice resulting in improved program and student outcomes (Margo Vreeburg Izzo and Jennifer Hertzfeld), self-determination curriculum (Brian Shaughnessy and JoAnn W. L. Yuen), postsecondary support characteristics (Michael N. Sharpe), effective instructional strategies for students with learning disabilities in postsecondary education (E. E. Getzel and others), accessibility policy for postsecondary distance education (John Anderson), transition from high school to postsecondary education and employment for students with disabilities (Sheryl Burgstahler and Weol Soon Kim-Rupnow), and inclusion of persons with disabilities in science, engineering, and mathematics (Richard Radtke and others). (Papers include references.) (CR)

ED 457 620 EC 308 626

Utilization Measurement: Focusing on the "U" in "D & U." Special Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Children; *Disabilities; *Evaluation; Evaluation Methods; Evaluation Problems; *Evaluation Utilization; *Exceptional Child Research; Information Dissemination; Program Evaluation; *Research Utilization; Researchers; Theory Practice Relationship

One of a series of booklets on disability research, this paper is intended as an introduction to the role of evaluation in the utilization process. Its purpose is to help disability researchers grasp the importance of incorporating a focus on assessing use into plans for disseminating research outcomes. The paper begins by examining basic evaluation principles as they relate to dissemination and utilization, including: (1) evaluation is more than a compliance activity, its goal is improvement; (2) evaluation is not research; (3) effective evaluation must meet basic criteria relating to utility, feasibility, propriety, and accuracy; (4) there is no single, best way to do an evaluation; and (5) there are multiple dimensions to measuring use. The paper then describes the major steps involved in evaluation planning, including: determine who

Program (PEP), a mentoring program for direct support personnel in community-based human service organizations. The toolkit provides advice on how to select, train, and sustain mentors, as well as instructions for preparing and supporting mentees. The focus of PEP is to build the confidence and competence of newer direct support staff and help them get off to a good start. The program matches and supports volunteers from a pool of experienced direct support staff with less experienced staff. The program coordinator guide, "Understanding, Planning and Launching the Peer Empowerment Program," provides program planners and coordinators with all the information and tools they need to plan and develop the components of the PEP before initiating the program with their organization. The facilitator guide and the parallel learner guide contain two modules. Module A is a one-hour training module used to orient both prospective mentors and mentees to the power and magic of mentoring. Module B is a step-by-step mentor development curriculum designed to be completed in a four-hour workshop with the objective of preparing volunteer direct support staff for their roles as mentors. (CR)

ED 457 640 EC 308 651

Sedlezky, Lori; Anderson, Lynda; Hewitt, Amy; O'Nell, Susan;
Sauer, John; Larson, Sherri; Sjoberg, Talley
The Power of Diversity: Supporting the Immigrant Workforce.
Facilitator Guide and Learner Guide.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation
Research (ED/OSERS), Washington, DC.; Department of Labor,
Washington, DC.; Department of Health and Human Services,
Washington, DC.
PUB DATE- 01
NOTE- 568p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Children; Community Programs; Curriculum;
*Disabilities; Employer Employee Relationship; *Human Services;
*Immigrants; Minimum Competencies; *Organizational Change;
Organizational Climate; Organizational Effectiveness;
*Recruitment; Social Agencies; Social Work; Social Workers;
Supervisors; *Supervisory Methods; Training Methods
IDENTIFIERS- Minnesota

This curriculum was designed to teach frontline supervisors of community-based services and programs that provide supports to persons with developmental disabilities. The curriculum is based on a set of identified competencies for frontline supervisors and the findings of a series of focus groups that were conducted by the Institute on Community Integration with direct support professionals, frontline supervisors and administrators from agencies in Minnesota. Issues, challenges, and benefits of new immigrants entering the direct support workforce were identified during the focus groups, and the materials presented in this curriculum are designed to address these challenges. Specific modules address: (1) understanding diversity; (2) building a cohesive team by supporting immigrant workers; (3) orienting and training the immigrant worker; and (4) recruiting, hiring, and organizational practices that support immigrant workers. The training curriculum consists of both a facilitator guide and a learner guide. The facilitator guide is designed to be used by trainers and facilitators who have a good understanding of the issues. Step-by-step instructions are provided in the guide for each activity. The program and urges its continuation. (DB)

ED 457 659 EC 308 671

Bartholomay, Tom; Wallace, Teri; Mason, Christine
The Leadership Factor: A Key to Effective Inclusive High Schools.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Decision Making; *Demonstration Programs; *Disabilities; Educational Environment; High Schools; *Inclusive Schools; *Leadership; Program Development; *School Administration; Self Evaluation (Groups)

This guide is a product of a study of factors associated with exemplary inclusive high schools and focuses on the key factor of leadership. The study identified four schools and studied them for 2 years using various data collection methods. This resulting document describes what school and district leaders can do to build inclusive programs and offers recommendations for school leaders as well as a leadership self-assessment based on the research findings. It identifies seven themes found to be essential to the success of these inclusive high schools. Following an introduction, two sections define the leadership themes and describe the four schools in the context of the leadership factor. The next section identifies the seven leadership themes: (1) challenge all students and their teachers to high standards; (2) build an inclusive and collaborative community of learning; (3) foster a school culture of innovation and creativity; (4) engage stakeholders in school leadership; (5) promote professional development; (6) hire staff who reinforce school values and vision; and (7) use data for decision-making and school improvement planning. The final sections consider relationships among themes and offer a chronology of administrative decisions at one school. A school leadership self-assessment workshop is attached. (DB)

ED 457 660 EC 308 672

Walther-Thomas, Chriss; Korinek, Lori
Preparing Advanced Collaborative Teams (PACT). Final Grant Performance Report, January 1, 1997-December 31, 1999.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; Graduate Study; Higher Education; *Inclusive Schools; *Inservice Teacher Education; Interdisciplinary Approach; Models; Program Implementation; Teacher Collaboration
IDENTIFIERS- *College of William and Mary VA

This final report describes the activities, accomplishments, and outcomes of a three-year project, Preparing Advanced Collaborative Teams, of the College of William and Mary (Virginia) to train education professionals to plan, deliver,

Countries; German; Hypermedia; Information Technology; Japanese; Learning Modules; Multimedia Materials; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages; *World Wide Web
IDENTIFIERS- Australia

The book and accompanying CD-ROM is designed to assist teachers who want to develop their own materials on the World Wide Web, are interested in integrating interesting Web sites and ideas into their curriculum, or are interested in students' perspectives of the Web. It is also for anyone who wishes to refresh a language or get a feel for a new one or who wants to learn more about Web-based language teaching. The book is divided into three parts and several chapters. Part one, "Development: Doing It with More or Less," includes eight chapters and an introduction: "InterDeutsch: Going Solo: First Steps into Virtual Teaching on a Zero Budget" (Claudia Popov); "Advanced EFL Online: How Can It Help? (Miriam Schcolnik); "A Resource Centre on the Net: A Model for Less Commonly Taught Languages" (Injung Cho); "Going Online: Can Language Teachers Go It Alone and Is It Worth the Heartache?" (Sally Staddon); "Sakura: An Interactive Site for Japanese Language Learners" (Takako Tomoda, Brian May); "Online German for Secondary School Students" (Stefo Stojanovsjki, Fred Hollingsworth, Jennifer Saynor-Locke); "Building Bridges: Design Issues for a Web-Based Chinese Course" (Jane Orton); and "Worlds of Words: Tales for Language Teachers" (Truna Aka J. Turner). Part two, "Practice: Virtual Language Learning Revisited," and part three, "Research: Absolutely Worth the Effort," are not divided into chapters. Web site references appear throughout the text. (Contains 67 references.) (KFT)

ED 457 685 FL 026 907

Lim, Wai Lee; Jacobs, George M.
Detrimental Behaviours in Collaborative Tasks.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese; Class Activities; *Cooperation; *Cultural Education; *English (Second Language); Females; Foreign Countries; *Interpersonal Communication; Interviews; Questionnaires; Second Language Instruction; *Second Language Learning; Secondary Education; Secondary School Students; Student Attitudes; *Student Behavior; Student Journals
IDENTIFIERS- Singapore; Vygotsky (Lev S)

Using a Vygotskian perspective, the researchers investigated the interaction of secondary school language learners engaged in a dictogloss task that called for collaborative reconstruction of a text. The investigation focused on the students' behaviors that were detrimental to effective interaction and made it less likely that students would be able to provide scaffolded help for the other member of their dyad. Participants in the study were 19 English-as-a-Second-Language (ESL) learners from China and Korea who were studying at a girls' secondary school in Singapore. Data sources were transcripts of one dyad's interaction, student journals, questionnaires, and interviews. A wide range of detrimental behaviors were displayed by the participants in the current study. However, the overall picture provided by the data suggests that with help from educators, students can become more skilled at assisting one another and more willing to do so. Ideas are put forward as to how educators can supply such help. (Contains 28 references.)

ED 457 706   FL 801 461

Burt, Miriam, Ed.
NCLEnotes, 2000-2001.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; Citizenship Education; Civics; *English (Second Language); Immigrants; Internet; Land Settlement; *Literacy Education; Refugees; Second Language Instruction; Second Language Learning

This newsletter is designed to be of help to the English as a second language community. This volume includes the following articles and features: "Stress: Helping Refugees Cope"; "BEST Gets Better"; "Integrating English Literacy and Civics"; "Summit Stirs Many Into Action"; "TESOL-AEIS on the Internet"; "Civics for Adult Immigrants"; "BEST Gets Computerized"; "Adult Literacy Action Agenda is Launched"; "Connect and Get Answers--on NIFL-ESL"; "NCLE On the Move"; "Resource Updates"; "Her NCLE's Worth"; "News Notes"; and "Book Shelf." (Adjunct ERIC for ESL Literacy Education) (KFT)

ED 457 707   FL 801 464

Brod, Shirley
Integrating Language, Employment, and Culture in the ESL Classroom. SCANS Plans.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.; Excerpted from Compass Points 2.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Basic Skills; Class Activities; *English (Second Language); Federal Legislation; Immigrants; Lesson Plans; Limited English Speaking; National Programs; Outcome Based Education; Second Language Instruction; Second Language Learning; *Workplace Literacy
IDENTIFIERS- *Government Performance and Results Act 1993

This lesson guide argues that the focus of the English-as-a-Second-Language (ESL) classroom should include all of the following: learning English, acquiring workplace skills, and developing a cross-cultural awareness. The renewed emphasis on employment-related ESL has created a growing interest in the competencies of the SCANS (Secretary's Commission on Achieving Necessary Skills). This guide goes over what these skills are, what benefits there are in integrating them into the ESL curricula, and what the possible drawbacks are. (Adjunct ERIC for ESL Literacy Education) (KFT)

ED 457 708   HE 034 354

Wolverton, Mimi; Gmelch, Walter H.; Montez, Joni; Nies, Charles T.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; Degrees (Academic); *Employment Patterns; Graduate Surveys; Higher Education; *Migration Patterns; Prediction; Residential Patterns

Two graduate follow-up studies were analyzed for factors predicting likelihood that a graduate would stay in-state or migrate out-of-state. Slightly more than half of the bachelor's degree recipients from the class of 1993-1994 were included in the first sample, and responses were received from 522 graduates. In the second survey, 717 graduates answered questions related to employment. Results indicate that the factors of work characteristics and environmental situations and original student source were significant in predicting the location of the student's first job after graduation. The graduate's academic discipline did not contribute to the predictability of migration. The study also found that graduates who took their first job out-of-state earned, on average, higher average salaries, even though pay was not a reported factor in predicting migration. Although students who came to the institution from out-of-state were more likely to migrate, only 38% of these students returned to their home state after graduation. Results of this study suggest that all students (from both in-state and out-of-state) graduate into a global marketplace, and decisions that they make to migrate or remain in-state may be based on the global players that offer them opportunity first. If a state wants to retain more of its graduates, it should put more focus on recruiting and developing economic opportunities for this skilled workforce. (Contains 10 tables and 23 references.) (SLD)

ED 457 728 HE 034 377

Nora, Amaury; Lang, Donna
Pre-College Psychosocial Factors Related to Persistence. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; High School Students; High Schools; Higher Education; Student Adjustment; *Student Characteristics; Student Surveys
IDENTIFIERS- *Psychosocial Factors

The purpose of this study was to identify and define the psychosocial factors that affect a student's ability to become socially integrated in college. In specific terms, the study explored the relationship and impact of precollege psychosocial factors in the context of current models of academic persistence. Participants were 151 first-time freshmen, volunteers from a small, special purpose undergraduate institution. These students completed a precollege survey and a first-year experience survey in the late spring or summer following the freshman year. Six precollege psychosocial constructs were hypothesized to affect a student's ability to become integrated in college and his or her subsequent decision to remain enrolled or withdraw. Factor analyses supported these constructs. Results indicate that skills and attitudes developed prior to enrollment in higher education have an impact on a student's transition to the college environment and the decision to remain enrolled in college. The results suggest

Reports; *Educational Finance; Foreign Countries; Futures (of Society); *Higher Education; *Partnerships in Education
IDENTIFIERS- *England

This report describes the substantial achievements of higher education in England in 2000-2001. There are still many challenges facing universities and colleges in England, but the policies they have adopted with the help of the Higher Education Funding Council for England (HEFCE) will enable them to build from a much stronger base than they had 4 years earlier. Britain is producing a higher proportion of graduates than other countries, and United Kingdom higher education has one of the lowest dropout rates in the world, along with one of the best graduate employment rates. One of the greatest challenges higher education in England still faces is to give all sections of the population the opportunity to benefit from higher education. The British government has set the target that 50% of people under 30 should benefit from higher education by 2010. The additional 1 billion British pounds that has been allocated for higher education over the next 3 years will provide much needed support for increasing access, improving quality, investing in infrastructure and staff, and strengthening links with businesses and the community. Throughout the year, the HEFCE has promoted high quality teaching by bringing together a range of initiatives and supporting the initiatives developed by universities and colleges. In addition to summarizing information about educational finance in higher education in England, this report reviews efforts to promote high standards of research, provide values for money, and encourage the transfer of knowledge and expertise among the partners in the higher educational enterprise. A chart summarizes progress toward key performance targets. (SLD)

ED 457 751 HE 034 406

Powell, Joan, Ed.
Education for Action: Undergraduate and Graduate Programs That Focus on Social Change. Fourth Edition.
PUB DATE- 01
NOTE- 185p.; For the third edition, see ED 404 916.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Environmental Education; Global Education; *Graduate Study; Higher Education; Humanitarianism; Program Descriptions; *Social Action; *Undergraduate Study

This book provides graduates and undergraduates with detailed information about progressive programs for current and future activities in a variety of fields. Each entry contains a description of the program with faculty and program contact information. Listings include programs in agriculture, anthropology, area studies, development studies, economics, education, environmental studies, ethnic studies, geography, history, human rights, international studies/international relations, labor studies, law, peace studies, political science, public health/nutrition, sociology, urban and community planning, and women's studies. (SLD)

ED 457 752 HE 034 407

SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 01
NOTE- 82p.; Companion volume to the "Michigan Journal of Community Service Learning," Summer 2001, ISSN-1076-0180. Supported by Campus Compact.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Course Content; *Curriculum Development; Higher Education; *Resources; *Service Learning; Workbooks

The first two sections of this workbook clarify the conceptualization of academic service-learning and offer a set of foundational resources that prepare the reader for the subsequent design sections. Sections three through five review the three necessary conditions for academic service-learning and take the reader through the course planning process. The necessary criteria are relevant and meaningful service with the community, enhanced academic learning, and purposeful civic learning. Administrative issues related to service-learning are not covered in this workbook, nor are sample syllabi provided. The workbook assumes reader familiarity with general course design and development issues. Resources identified in the final section of the workbook provide information on these issues. (Contains 14 references.) (SLD)

ED 457 775 HE 034 434

The Carnegie Classification of Institutions of Higher Education. 2000 Edition. A Technical Report.
PUB DATE- 01
NOTE- 45p.; "With a foreword by Lee S. Shulman." Reprinted from the complete edition, which contains institutional listings, available from the Carnegie Foundation for the Advancement of Teaching. For the 1994 edition, see ED 374 754.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *Colleges; Higher Education; *Institutional Characteristics; Institutional Mission
IDENTIFIERS- *Carnegie Classification

The Carnegie Classification of Institutions of Higher Education is the framework in which institutional diversity in United States higher education is commonly described. Developed in 1971, the Classification was designed to support research in higher education by identifying categories of colleges and universities that would be homogeneous with respect to the functions of the institutions and characteristics of students and faculty members. This publication introduces and provides background on an updated Classification that makes limited changes to current data. By 2005, the Carnegie Foundation for the Advancement of Teaching plans to issue a classification system that replaces the old classification with a series of classifications that recognize the many dimensions of institutional commonality and difference. This edition, a step toward the greater revisions planned in the future, contains: (1) category definitions; (2) technical notes; (3) summary information about the 2000 edition; and (4) a detailed introduction titled "The 2000 Carnegie Classification: Background and Description" by Alexander C. McCormick.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Age Differences; *College Students; Foreign Countries; *Foreign Students; Higher Education; *Immigrants; Locus of Control; Self Efficacy; Sex Differences
IDENTIFIERS- Canada; Ontario

This study aimed to examine the psychological adaptation of international and migrant students in light of various individual variables including social self-efficacy, locus of control, age, sex, generational status, acculturating group membership, length of residence in the host society, and acculturation strategy. Participants were 197 university students attending a university in Ontario, Canada. There were 90 Anglo-Celtic Canadians, 35 second generation migrants, 40 first generation migrants, and 32 international students. The results indicated that the Anglo-Celt Canadians endorsed chance locus of control less than the first generation migrants, and the international students reported lower social self-efficacy than the Anglo-Celtic Canadians and second generation migrants. High academic satisfaction was predicted by a locus of control of weak belief in powerful others and high social self-efficacy. Low psychological distress was predicted by high social self-efficacy and weak belief in chance locus of control. Among first generation migrants and international students, there was a relationship between degree of Canadian identification, importance of being a Canadian, and social self-efficacy. Among the international students, the older students were more satisfied with their academic work but reported higher levels of stress than the younger ones. The implications of these findings for providing services to students are discussed. (Contains 5 tables and 28 references.) (Author/SLD)

ED 457 796 HE 034 461

Gillispie, Juli, Ed.
UA in Review, 2000.
PUB DATE- 00
NOTE- 146p.; Produced by Statewide Budget and Institutional Research, University of Alaska, Fairbanks. For the 1999 review, see ED 449 835.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Higher Education; *Institutional Characteristics; Profiles; School Demography; *School Statistics; Student Characteristics; *Teacher Characteristics
IDENTIFIERS- Alaska; *University of Alaska

This document contains statistics that describe the University of Alaska (UA) Statewide System of higher education, which encompasses 4-year institutions and community and 2-year colleges. UA consists of four major administrative units: UA Statewide, UA Anchorage, UA Fairbanks, and UA Southeast. A brief profile is provided of each unit. The student profile information includes: (1) enrollment information, including headcounts by class standing, gender, ethnicity, age, campus, and full- and part-time status ; (2) student credit hours by origin, campus, degree-seeking status, and class status for the various campuses; (3) noncredit hours; and (4) UA Scholars program participants. Academic information is provided, with data about disciplines, majors, ethnicity, and degrees awarded. Faculty and staff information describes tenure status, references.) (SLD)

ED 457 818 HE 034 491

Jackson, Jerlando F. L.
Retention of African American Administrators at Predominantly White Institutions: Using Professional Growth Factors To Inform the Discussion.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Blacks; *College Administration; Colleges; Employment Patterns; Higher Education; *School Holding Power
IDENTIFIERS- African Americans; White Colleges

This study explored the concept of retention as it relates to African American administrators at predominantly white institutions, focusing on professional growth factors that predominantly white institutions can target to facilitate retention of African American administrators. Motivation-Hygiene Theory was used to determine methods of retention within the categories of hygiene factors and motivator factors. The Delphi study was conducted from an interpretivist perspective. Six male and four female African American administrators at the dean level and above participated. Findings suggest that the most important step in addressing professional growth needs is ensuring that the administrators is given the authority to make decisions within the job description. Also important were establishing mentoring programs and providing release time and funding for research, scholarship, and professional development. It is important to enable the administrator to develop knowledge about the institution by broadening his or her participation beyond diversity-related committees and functions. Providing a full range of leadership opportunities is helpful, as is providing the financial support for attendance at professional meetings. These recommendations may also help in the retention of administrators from other minority groups. (Contains 54 references.) (SLD)

ED 457 819 HE 034 492

Hu, Shouping; Kuh, George D.
The Effects of Interactional Diversity on Self-Reported Learning and Personal Development Outcomes.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001). Supported by a grant from Secton Hall University Research Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Cultural Awareness; *Diversity (Student); Educational Environment; *Educational Experience; Higher Education; Outcomes of Education; Racial Differences; *Student Attitudes; Whites

This study examines the effects of experiences with informal integrating school-to-work (STW) into preservice teacher education programs that includes the conceptual base and specific ideas for preparing future teachers to be effective in STW systems; (3) a presentation on contextual learning as a strategy for connecting school and work; (4) a crosswalk presentation demonstrating relationships among the ideas underpinning the framework for integrating STW into preservice teacher education and the assessment criteria listed in Ohio and national teaching standards; (5) a report discussing the identifying competencies and foundation skills identified by the Secretary's Commission for Achieving Necessary Skills as necessary for successful induction into careers; (6) a mind mapping procedure designed to enable faculty to think about STW and its relationships to preservice teacher education; (7) a K-W-L learning activity to help learners and audiences flush out their background knowledge, assumptions, biases, and prejudices; and (8) examples of college syllabi and ways instructors have integrated contextualized learning into their arts and sciences courses. (MN)

ED 457 323   CE 082 217

Berns, Robert G.; Bailey, Dora L.
School-to-Work Professional Development Package for College and University Education Faculty, 2001.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 01
NOTE- 355p.; A publication of the School-to-Work Integration Coalition: Preservice Teacher Education Project, a collaborative effort of the State University Education Deans, the Ohio Board of Regents, and the Ohio Department of Education. For related publications, see ED 428 291 and CE 082 216. Presentations CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Basic Skills; Beginning Teacher Induction; *College Faculty; Concept Mapping; Course Descriptions; Courses; Decision Making; Definitions; *Education Work Relationship; Educational Environment; Educational Practices; Educational Theories; Employment Qualifications; Entry Workers; Evaluation Criteria; *Faculty Development; Guidelines; Higher Education; Instructional Development; Integrated Curriculum; Learning Activities; Models; National Standards; *Preservice Teacher Education; Reflective Teaching;
IDENTIFIERS- *Contextual Learning; Contextualized Instruction; Crosswalks (Linking); Decision Grid; Generic Skills; *Ohio; Reflective Practice; Secretarys Comm on Achieving Necessary Skills

This document is intended to assist organizers of professional development activities for education faculty members of preservice teacher education programs at Ohio colleges and universities. The following materials are included: (1) a decision matrix to organize the decisions made by facilitators of professional development activities; (2) a framework for integrating school-to-work (STW) into preservice teacher education programs that includes the conceptual base and specific ideas for preparing future teachers to be effective in STW systems; (3) a presentation on contextual learning as a strategy for connecting school and work; (4) a crosswalk new media work in 1999, far more than the national average for people employed in this area. Yet they faced significant challenges in acquiring new skills, managing their careers, and establishing employment and income security. They spent an average of 13.5 hours per week in unpaid time learning new skills and more than 6 hours per week in looking for employment. The researchers concluded that challenges for the industry include establishing criteria for evaluating job skills and creating ways for professionals to acquire more training and find jobs or projects in less time. Research methodology is appended. (Contains 14 references, 13 figures, and 7 tables.) (KC)

ED 457 339 CE 082 343

Childress, Vincent; Newman, Jeffery L.; Parker, Whitney D.
Technology Education as a Career. Teacher Instructional Materials and Activities for High School Technology Education.
SPONS. AGENCY- Technical Foundation of America, Glen Ellyn, IL.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Education; Classroom Techniques; High Schools; Learning Activities; *Learning Modules; Lesson Plans; *Occupational Aspiration; Occupational Information; Teacher Education; Teaching Methods; Technical Education; *Technology Education; Vocational Education; *Vocational Education Teachers; *World Wide Web

This lesson plan and learning activities were designed for high school technology education teachers to use in assisting students in making informed decisions regarding a career in technology education. The following materials are included in the packet: (1) the lesson description (three learning objectives and advice to the teacher); (2) the lesson plan outline for "Technology Education as a Career," including goals, a resource list, a supply list, a section called "Review and Focus," step-by-step directions for the teacher's presentation, suggestions for student practice, a mediated activity, a list of what students should learn, and evaluation instructions; (3) the "World Wide Web Technology Education Career Activity" and answer sheet that support the lesson; (4) three overhead transparencies that support the lesson; (5) a recruitment brochure; and (6) a prerequisite lesson plan and overhead transparency for students who have never searched the World Wide Web. (KC)

ED 457 340 CE 082 344

Davies, Peter; Adnett, Nick
Quasi-Market Reforms and Vocational Schooling in England and Wales: An Economic Analysis. Division of Economics Working Paper.
PUB DATE- 98
NOTE- 33p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission (School); Education Work Relationship; *Educational Attitudes; Educational Change; Educational Needs;

were similar in large, medium, and small centers. The beneficial impacts of the Job Corps program overall were broadly distributed throughout the country and not confined to a few regions. Impacts were similar for centers rated as high-performing, medium-performing, and low-performing centers based on the Job Corps performance measurement system. As expected, outcomes of the program group were better among the high-performing centers. However, so too were the outcomes of the control group who would have attended the high-performing centers. (Twenty-eight tables/figures are included. Eight supplementary tables are appended.) (MN)

ED 457 357 CE 082 384

McConnell, Sheena; Glazerman, Steven
National Job Corps Study: The Benefits and Costs of Job Corps.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 01
NOTE- 277p.; MPR Reference No. 8140-530.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Cost Effectiveness; Crime; Crime Prevention; *Disadvantaged; *Employment Programs; Evaluation Methods; Federal Programs; Job Placement; *Job Training; Juvenile Courts; *Outcomes of Education; Productivity; *Program Effectiveness; Program Evaluation; Validated Programs; Young Adults; Youth Employment
IDENTIFIERS- *Job Corps

A benefit-cost analysis of the Job Corps program compared groups randomly assigned to either enroll in the program or to constitute a control group that did not enroll. Youth who participated in the study were those found eligible for Job Corps nationwide between November 1994 and February 1996. Interviews with participants and the assignment of dollar values to costs and benefits were among the research methods used. Benefits and costs measured included the following: (1) benefits of increased output resulting from the additional productivity of Job Corps participants; (2) benefits from reduced use of other programs and services; (3) benefits from reduced crime committed by or against participants; and (4) program costs and costs of resources used by Job Corps. Benefits and costs were measured from the perspectives of society as a whole, participants, and the rest of society (non-participants in Job Corps). The study's findings indicate that Job Corps is a good investment. The benefits to society exceed the costs of the program by nearly $17,000 per participant, assuming that the observed earnings impacts do not decline rapidly as participants get older. The researchers say evidence from other studies suggests the impacts will persist without rapid decay. The study concluded that Job Corps is a valuable program whose benefits exceed costs over a wide spectrum of student groups and for several areas of society. (The report includes 28 tables and 11 figures.) (KC)

ED 457 358 CE 082 385

Schochet, Peter Z.; Burghardt, John; Glazerman, Steven
National Job Corps Study: The Impacts of Job Corps on Participants' Employment and Related Outcomes and Methodological Appendixes on the Impact Analysis.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.

Trends; Foreign Countries; *Job Skills; *Labor Needs; Labor
Supply; Labor Turnover; Older Workers; Skilled Occupations;
Skilled Workers; Tables (Data); *Trade and Industrial
Education; Trainees; Trend Analysis
IDENTIFIERS- *Australia; TAFE (Australia)

As of February 2001, 285,400 people were employed in Australia's construction trades workforce and an additional 169,600 people were employed in the main nontrade on-site construction occupations. After a period of decline in the mid-1990s, employment in Australia's construction trades increased by 5% in the 2 years ending in February 2001. Australia's building and construction trades are among those sectors experiencing difficulties in recruiting and retaining the right skilled people. Approximately 48% of the skilled trades workforce in Australia's building and construction trades hold a post-school qualification (versus 42% for the entire Australian workforce). Overall, new apprentices constitute 7.2% of the Australia's total building and construction trades workforce. The overall number of apprentices and trainees in these trades increased by 5% annually in 1995-2000, which compares favorably to the recent growth in employment in those trades of 1.8% annually. Nevertheless, Australia's building and construction trades are reporting skills shortages that must be addressed through a variety of strategies. The need to upgrade the skills of existing older workers is another issue of increasing importance. Possible sources of skills to the building and construction trades include skills training undertaken through nonapprentice training pathways and skilled migration into the trades. (Contains 26 tables/figures/boxes.) (MN)

ED 457 375 CE 082 415

Curtain, Richard
An Entitlement to Post-Compulsory Education: International Practice and Policy Implications for Australia.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; *Comparative Education;
Developed Nations; *Educational Finance; *Educational
Philosophy; Educational Policy; Educational Practices;
Financial Support; Foreign Countries; Government Role; Need
Analysis (Student Financial Aid); *Paying for College;
Postsecondary Education; Public Education; Scholarships;
Secondary Education; Student Costs; *Student Financial Aid
IDENTIFIERS- *Australia; Nordic Countries; United Kingdom; United
States

This paper surveys European and United States approaches to public funding for post-compulsory education and offers an analytical framework describing how the funding is allocated, with a particular focus on identifying the principles that governments use to determine access to public funding for post-compulsory education. The study identifies two stages in post-compulsory education now common in Europe and more recently in the U.S. The first stage is the additional education undertaken between the age at which the requirement for compulsory schooling ends and the attainment of a "threshold qualification." In the Nordic countries, the United Kingdom (UK), and the U.S., government funding in the form of a universal entitlement is made available to encourage all young people to attain a qualification level deemed necessary to obtain work. For the second stage of post-compulsory education,

(WINs) Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Classroom Techniques; *Context Effect; Cooperative Planning; *Cooperative Programs; Coordination; Corporate Education; Corporate Support; Educational Cooperation; *Employers; *Industrial Training; *Institutional Cooperation; Job Training; *Labor Force Development; Labor Needs; Occupational Mobility; On the Job Training; Regional Cooperation; Skill Development; Teaching Methods
IDENTIFIERS- Employer Role

Inter-firm cooperation has emerged as a key element of competitive business strategy. Firms improve mutual understanding of their complementary competencies and combine them in better ways; improve access to new markets and advanced technologies; and learn more fully and quickly from each other. Challenges of work force development (WFD) can be met better through inter-firm cooperation. Training costs more and takes more time than many firms are prepared to devote. Common to new strategies to address WFD challenges is a shift toward the demand side of the labor market and a sharper focus on work as a way to develop job skills and career mobility. The idea is to pull people through skill development programs more customized to the real job requirements of the employers rather than push them into acquisition of skills without considering the context in which they will be used. Employer organizations and their partners in regional WFD systems can work together to build effective multi-firm collaboration. Key elements of organizing and managing training collaboratives are keeping the employers in charge; aiming for the right balance between breadth of participation and depth of commitment; trying to work through existing organizations; recognizing that leadership is all-important; assuming the firms must pay; using the right tools to get started; paying a lot of attention to choosing training vendors; and defining goals clearly at the outset. (YLB)

ED 457 392 CE 082 436

Kogan, Deborah; Dickinson, Katherine P.; Fedrau, Ruth; Midling, Michael J.; Wolff, Kristin E.
Creating Workforce Development Systems That Work: An Evaluation of the Initial One-Stop Implementation Experience. Final Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 318p.; For Appendices and Practitioner's Guide, see CE 082 437-438. Some "Exhibits" in document are missing.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Agency Cooperation; Cooperative Programs; Coordination; Delivery Systems; *Economically Disadvantaged; Employment Programs; *Employment Services; Facility Planning; Federal Programs; Federal State Relationship; Financial Support; Governance; Information Systems; Institutional Cooperation; *Job Training; *Labor Force Development; Marketing; Needs Assessment; Organizational Objectives; Program Evaluation; *Program Implementation; Staff Development; *State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- Infrastructure; *One Stop Centers

This report analyzes progress states and local sites have made in chosen career. The district was offering programs in six career pathways reflecting all major occupational clusters. The evaluation revealed strong evidence of the following outcomes of implementations of the Career Preparation System: (1) career pathways support enriched curricula and high academic standards; (2) career pathways increase student performance and academic achievement; and (3) career pathways students are better prepared to define career goals and make plans for their future. The evaluators praised the district for collecting "customer satisfaction" data from seniors who had participated in the career pathways model but recommended that program evaluation efforts be expanded to include longitudinal studies of students' employment outcomes and postsecondary education enrollment. (MN)

ED 457 409   CE 082 476

Parkerson, Annette H.
Young Women's Career and Educational Development through Extracurricular Activity Participation: A Qualitative Study.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Athletics; Career Awareness; *Career Development; College Freshmen; *Educational Benefits; *Extracurricular Activities; High School Students; High Schools; Higher Education; Interviews; Motivation; Student Attitudes; *Student Participation; *Womens Education; Young Adults
IDENTIFIERS- Constant Comparative Method

The effects of participation in extracurricular activities on young women's career and educational development were examined. A constant comparative method was used to analyze the open-ended responses to questionnaires completed by 156 high school girls and the transcripts from semi-structured interviews with 5 female college freshmen and 2 young adult women who were in the work force. All seven women volunteered to be interviewed because of the positive nature of their high school extracurricular experiences. The analysis established that girls participate in extracurricular activities primarily for personal, social, physical, and emotional reasons. Relatively few of the high school girls believed that their educational and career development was being directly affected by participation in extracurricular activities. The most common reasons given by the high school girls for participation in extracurricular activities were "need for college applications" and "need for scholarships." The young women interviewed credited participation in extracurricular activities with increasing their motivation for school and enhancing their awareness of career options. It was therefore recommended that parents and teachers encourage girls to become involved in extracurricular activities, particularly sports, at an early age. (The bibliography lists nine references. The interview protocols used for adult women participants and first-year undergraduates are appended.) (MN)

ED 457 410   CE 082 480

Sticht, Thomas G.

references.) (JDM)

ED 457 429 CG 031 165

Hood, Albert B.
Revitalizing the Assessment Course in the Counseling Curriculum.
PUB DATE- 01
NOTE- 13p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; Counseling; Counseling Services; *Counselor Role; Counselors; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; *Test Interpretation; Testing

Although critics claim that testing is no longer an important function of counselors, studies indicate that counselors in most settings interpret the results of psychological assessment instruments. Tests are increasingly being employed in an attempt to solve educational and social problems. In educational settings, the counselor is the professional most likely to have training in the interpretation of tests, and teachers and administrators frequently rely on them to do so. The assessment course in the graduate level curriculum continues to be necessary and must equip counselors-in-training for this function. The content needs to consider the many types of tests and test results administered for other purposes. It must be emphasized that counselors use tests primarily to assist individuals in developing their potential to the fullest. (Contains 26 references.) (JDM)

ED 457 430 CG 031 166

Yunker, Barbara D.; Stinson, Mary E.
The Pedagogical Basis for Multifaceted Assessment in Counselor Education.
PUB DATE- 01
NOTE- 10p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Counseling Effectiveness; *Counselor Training; Evaluation; Graduate Study; Higher Education; Learning Theories; Measures (Individuals); Models; Outcomes of Education; Participative Decision Making; Student Participation

The teaching-learning process for counselors-in-training can be maximized through the use of multifaceted assessments. Extensive research shows the efficacy of involving students in making decisions about their own learning and assessment. The Jacksonville State University counselor education program is used to exemplify how assessment results can become invaluable tools in the teaching-learning process. Their counselor education program is geared to specific learning outcomes and the assessment instruments and procedures used are matched to the types of learning outcomes being evaluated. This document highlights how the multifaceted approach can become a valuable tool that enhances all aspects of the teaching-learning process. Student involvement in all phases of counselor training is recommended. It enables them to demonstrate their districts' policies and practices for post-expulsion services are detailed. (Contains 32 endnotes, 23 Web resources, and 5 figures.) (JDM)

ED 457 453 CG 031 222

Moorhead, Douglas A.
Efficacy of Nonpsychopharmacological Treatment for Male Sex Offenders: A Review of the Literature.
PUB DATE- 01
NOTE- 66p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Behavior Modification; Correctional Rehabilitation; Counseling Effectiveness; *Counseling Techniques; Literature Reviews; *Males; Outcomes of Treatment; Peer Counseling; Prevention; *Psychotherapy; Sexual Abuse
IDENTIFIERS- Comorbidity; Relapse; *Sex Offenders

Sexual offenses have a serious impact on individuals and society at large. Most victims know the offender; few victims report the offense; not all reports result in arrests; not all arrests result in conviction; and not all convictions result in incarceration. This paper reviews the literature related to psychotherapeutic treatment of male sex offenders and examines recent research related to the essential components of successful, nonpsychopharmacological treatment utilizing the Relapse Prevention (RP) model of therapy. It begins with a discussion of the classification of male sex offenders. This is followed by a discussion on the history of treatment for sex offenders. The importance of assessment is explained in terms of the need for individualized treatment plans, in order to prioritize those waiting for treatment, and to screen those offenders who have a comorbid Axis I diagnosis. The review concludes that effective treatment requires a comprehensive approach. It explains how the RP approach differs from all other therapies and that its compassionate confrontational approach relies on motivational interviewing, group peer pressure, and effective supervision to increase the probability of success for the offender upon his return to the community. Several studies are reviewed that suggest treatment can reduce sexual recidivism. (Contains 51 references.) (JDM)

ED 457 454 CG 031 223

Golson, Robin Molnar
Review of the Literature Regarding HIV Risk in the Hispanic Community.
PUB DATE- 01
NOTE- 60p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Contraception; *Health Education; *Hispanic Americans; Literature Reviews; Low Income Groups; Public Health; Sexuality
IDENTIFIERS- Condoms; Sexually Transmitted Diseases

The Hispanic community has experienced an increased occurrence in the number of HIV cases. Five premises are suggested as the means to examine the increasing rate of HIV among Hispanics. They focus on condom use; income and education levels; secondary sexual partners among Hispanic males; traditional gender roles; and outreach efforts. The premises that Hispanic competence. (Contains 24 references.) (JDM)

ED 457 476 CG 031 257

Brown, Tony N.; Schulenberg, John; Bachman, Jerald G.; O'Malley, Patrick M.; Johnston, Lloyd D.
Consistency and Change in Correlates of Youth Substance Abuse, 1976-1997. Monitoring the Future Occasional Paper 49.
SPONS. AGENCY- Education Africa, Gauteng, South Africa.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Beliefs; Cocaine; Drinking; High School Seniors; High Schools; *Illegal Drug Use; *Longitudinal Studies; Marijuana; Parent Background; Regional Characteristics; *Resilience (Personality); Smoking; Sociocultural Patterns; *Substance Abuse; Trend Analysis; Truancy
IDENTIFIERS- *Monitoring the Future

Researchers have seldom examined whether risk and protective factors are consistently linked to substance use across historical time. Using nationally representative data collected from 22 consecutive cohorts of high school seniors (approximate N=188,000) from the Monitoring the Future project, this study investigated whether correlates of substance use, and variance explained by domains of correlates, changed across historical time. The study found a high degree of consistency across historical time in predictors of past month cigarette use, past month alcohol use, past year marijuana use, and past year cocaine use. Some predictors such as religiosity, political beliefs, truancy, and frequent evenings out were consistently linked to substance use. The consistency of other predictors such as region, parental education, and college plans was contingent in part upon historical time period, the particular substance, and its level of use. The study also found that correlates within the Academics domain explained the most variance in substance use over the past two decades. (Contains 4 tables and 34 references.) (Author/JDM)

ED 457 477 CG 031 258

Johnston, Lloyd D.; O'Malley, Patrick M.; Schulenberg, John E.; Bachman, Jerald G.
The Aims and Objectives of the Monitoring the Future Study and Progress toward Fulfilling Them as of 2001. Monitoring the Future Occasional Paper 52.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 01
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; College Students; Higher Education; *Illegal Drug Use; *Longitudinal Studies; Secondary Education; *Secondary School Students; *Social Indicators; Sociocultural Patterns; *Substance Abuse; Trend Analysis; Young Adults
IDENTIFIERS- *Monitoring the Future

Monitoring the Future is an ongoing program of research intended to assess the changing lifestyles, values, and preferences of American youth. This publication, from the occasional paper series, describes a study that monitors drug use and potential

Social Cognition
IDENTIFIERS- *Sexual Relationships

HIV risk behaviors were examined with 457 adolescents, ages 12 to 19, from four environments (community, high school, and two youth conferences). Over half reported being sexually experienced, with an average age of 13.6 for willingly engaging in first sexual intercourse. Boys reported engaging in intercourse at a significantly younger age than girls, had significantly more sex partners than girls had in the previous year, and had significantly more sex partners in their lifetimes than girls. Of the sexually experienced subgroup, 92% reported engaging in unsafe sex behaviors in the previous year, with 75% of reported sexual behaviors being unprotected. Analysis investigating predictors of perceived HIV risk found that sexually experienced girls who had a greater number of sex partners in the previous year; who had a higher level of sexual assertiveness; who used alcohol in the past years; and who were older when they first had intercourse, were more likely to perceive themselves to be at risk for HIV. For sexually experienced boys, only a higher level of perceived peer risk for HIV was associated with a higher likelihood of perceiving oneself at risk for HIV. Examination of potential predictors for high sexual assertiveness rendered weak predictive models for both genders. (Contains 34 references.) (Author/JDM)

ED 457 498 CG 031 281

Kanter, Allison; Agliata, Daniel; Tantleff-Dunn, Stacey
College Students' Attitudes towards Age-Related Changes in Physical Appearance.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Attitude Measures; *Body Image; College Students; Depression (Psychology); Eating Disorders; Higher Education; Peer Relationship; Personality Studies; Physical Attractiveness; *Sex Differences

The aim of this study was to identify factors associated with young adults' concerns about age related changes in body image and their anticipated impact on psychosocial functioning. One hundred and sixty-seven college students completed the Body Image and Aging Survey, designed to assess age related issues in body image, the Peer Dieting Survey, the Bulimia and Drive for Thinness subscales of the Eating Disorders Inventory II (EDI II), and the Zung Self Rating Depression Inventory. Results indicated significant correlations between the EDI II Bulimia subscale and the perception of future psychosocial functioning, as well as the consideration of surgical and non-surgical procedures to hide the physical signs of aging. Compared to males, females viewed a number of coping strategies as potentially more effective in dealing with changes in appearance, but also believed that age related changes in appearance would be more important in determining body satisfaction. Females were also more likely to consider cosmetic surgery, anti-aging strategies, and natural strategies to resist age related appearance changes. These findings suggest that while both genders have negative expectations about the effects of age related changes in appearance, females perceive aging as having a greater impact on overall students used in their notebook papers, what role RCE content played in comparison to the content available from other sources, what kind of products emerged from the electronic notebook environment, and what ways students marshaled evidence to support their arguments. Participants, 10 small groups of two or three students in a Masters-level reading methods course, used RCE to investigate a question about literacy and write their findings in the RCE notebook. Findings suggest that the context of RCE use in this study, especially the in-class work time, collaborative small groups, and student-initiated inquiries, afforded these students an opportunity to delve deeply into ideas, issues, and concerns about literacy, and that the notebook provided a space for students to document their learning and thinking processes. Finding also suggest that using the RCE notebook-developed papers to present an inquiry promotes discussion among peers. Appended are an assignment description, a presentation description, the classification scheme, and notebook papers (coded for argument chunks). (NKA)

ED 457 521 CS 014 537

Stroup, Stephen
Parent Support of Early Literacy Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC Digest D164.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beginning Reading; Beginning Writing; Definitions; *Early Childhood Education; Information Sources; *Literacy; *Parent Participation; Parents as Teachers; Reading Instruction
IDENTIFIERS- ERIC Digests; National Reading Panel

This digest is intended to help parents support young children's literacy learning. It begins with definitions of literacy and then follows with suggestions for parent involvement in children's early literacy development, based on recommendations from the National Reading Panel. It also lists 23 additional resources (organizations, books, periodicals, and brochures) for supporting young literacy learners. (Contains 10 references.) (RS)

ED 457 522 CS 217 676

Suleiman, Mahmoud F.
Confluent Language Approach Revisited: Towards Integrating Technology in Literacy Education.
PUB DATE- 01
NOTE- 14p.; Portions of this paper were presented at National Technology and Social Science Conference (Las Vegas, NV, April 18-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Language Arts; *Literacy; *Models; *Student Needs; Teacher Education

average levels of wealth and aid for each quintile, with each quintile having approximately the same number of students. The five large cities including New York City were examined separately. Data for this study were provided by the New York Office of Real Property Services and by the Department of Education. (RKJ)

ED 457 543 EA 031 270

Widerquist, Karl
Getting It Right: An Assessment of Several Methods for Calculating Regional School Costs across New York State.
PUB DATE- 01
NOTE- 42p.; This report was made possible by the Schott Center for Public and Early Education and The Donors' Education Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; Public Schools; School Community Relationship; *School District Spending; State Aid
IDENTIFIERS- Consumer Price Index; *New York

Despite having its most expensive district spend 1.56 times more than its least expensive district, the state of New York has not used a cost index to determine the distribution of aid to school districts, except for Building Aid. The Consumer Price Index (as suggested by the Regents, Governor Pataki, State Comptroller McCall, and the Midstate Consortium) is calculated for metropolitan areas and is based on typical consumer purchases, not those of a school district. Low cost of living in rural areas may not be reflected in teacher salaries. However, indexes based on teachers' salaries or the "hedonic wage model" (Jay G. Chambers) ignore the noncompetitive nature of the market for teachers. How much districts spend may not indicate what they need to spend. Indexes based on the pay of comparable professionals in an area (Lawrence Mishel and Richard Rothstein) reflect the reality of teachers' leaving districts for other professions, rather than moving to higher paying districts. Using cost and academic performance as an index (William Duncombe and John Yinger) could create eight regions that have similar costs and contain demographically similar student bodies. A compromise proposal could take into account both local costs and the district's ability to meet those costs, accompanied by a regional cost index and a measure of student need. (RKJ)

ED 457 544 EA 031 271

Shore, Rebecca
Creating a Positive School Climate.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Administrator Effectiveness; Change Strategies; *Educational Environment; High Schools; *School Effectiveness
IDENTIFIERS- California; *Huntington Beach Union High School

PUB DATE- 00
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Change; *Educational Development; *Educational History; Educational Trends; Elementary Secondary Education; Futures (of Society)
IDENTIFIERS- *United States

In this book, the evolution of educational beliefs, curriculum content, and classroom practices the work of teachers, and conceptions of motivation are addressed. The book contains seven chapters: (1) "Education and Society, 1900-2000: Selected Snapshots of Then and Now" (Sharon L. Nichols and Thomas L. Good); (2) "Teachers' Work Yesterday, Today, and Tomorrow" (Dee Ann Spencer); (3) "Motivation and Learning in School: Societal Contexts, Psychological Constructs, and Educational Practices" (Mary McCaslin and Eleanor DiMarino-Linnen); (4) "Reading in the Twentieth Century" (P. David Pearson); (5) "Elementary and Middle School Mathematics at the Crossroads" (Douglas A. Grouws and Kristin J. Cebulla); (6) "Elementary School Social Studies: Yesterday, Today, and Tomorrow" (Jere Brophy, Janet Alleman, and Carolyn O'Mahony); and (7) "Achievement Testing in American Schools" (Jerome V. D'Agostino). (Contains name index, subject index, and a list of publications of the Society.) (RT)

ED 457 564 EA 031 313

Decker, Scott H.
Increasing School Safety through Juvenile Accountability Programs. Juvenile Accountability Incentive Block Grants (JAIBG) Program Bulletin.
PUB DATE- 00
NOTE- 17p.; Part of OJJDP's Juvenile Accountability Incentive Block Grants (JAIBG) Best Practices Series.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Juvenile Justice; Program Development; Program Evaluation; Program Implementation; *School Safety; Security Personnel; Weapons

This bulletin explores promotion of school safety by increasing students' accountability for their behavior. It provides information to facilitate the development of constructive, well-conceived, accountability-based programs that work with juvenile offenders. These programs also address the issues of violence, disorder, and fear. The bulletin documents the need for increased efforts to improve school safety, places accountability-based programs within the context of a comprehensive approach to school safety, identifies common features of successful school-safety programs, and identifies and summarizes key elements of effective accountability-based school-safety programs. Major steps essential to program implementation are summarized, and the potential benefits of successful programs are described. Also described are several current approaches to implementing school-safety programs that exemplify Juvenile Accountability Incentive Block Grants Program principles, programs targeted toward high-risk students and juveniles referred by law enforcement, and programs designed to protect students and school personnel from

ED 457 583 EA 031 335

Born, Laurie; Wilson, Dave
Philanthropic Support for Public Education in the Southwestern Region: An Assay of Philanthropy's Potential To Impact Comprehensive School Reform in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Environmental Scanning Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Budgeting; Decision Making; Educational Change; Educational Finance; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Fund Raising; *Grants; *Philanthropic Foundations; Private Financial Support; *Public Education; Public Schools

This report examines the relationship between philanthropy and public schools in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas served by the Southwest Educational Development Laboratory (SEDL). While begun as a project to build understanding and to support institutional planning, this report speaks also to local school leaders, the philanthropy community, and educational policymakers. The report provides a stimulus for dialogue with each of these groups to help refine and clarify the insights gained, with the ultimate object of fostering shared understanding. The study sought to understand what kind of philanthropic support public schools are receiving and what they might expect from philanthropic sources. Two secondary purposes were to assess whether SEDL might play a useful role in assisting schools in the quest for philanthropic support and/or in providing research-based information to help donors in their decision-making about contributions to school reform. The following questions were asked in the report: (1) How much support from philanthropic sources goes to public schools in the region? (2) How is the giving distributed? (3) Which are the most active grant makers and what are their characteristics? and (4) Is there a role for SEDL in providing research-based information or other services for philanthropic organizations? Appendixes list gift revenues for top-receiving districts by state, and organizations making grants in the southwestern region. (DFR)

ED 457 584 EA 031 336

Blank, Martin J.; Hale, Elizabeth L.; Housman, Naomi; Kaufmann, Barbara; Martinez, Monica; McCloud, Barbara; Samberg, Laura; Walter, Sharon
School-Community Partnerships in Support of Student Learning: Taking a Second Look at the Governance of the 21st Century Community Learning Centers Program.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 01
NOTE- 56p.; Written with Atelia Melaville.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational Finance; Elementary Secondary Education; *Governance; Governing Boards; *Organizational Development; Parent Participation; Parent Role; Public Schools; *School Community Programs; *School Community

ED 457 602 EA 031 507

Kaufman, Phillip; Chen, Xianglei; Choy, Susan P.; Peter, Katharin; Ruddy, Sally A.; Miller, Amanda K.; Fleury, Jill K.; Chandler, Kathryn A.; Plany, Michael G.; Rand, Michael R.
Indicators of School Crime and Safety, 2001.
PUB DATE- 01
NOTE- 275p.; For the 2000 report, see ED 444 270.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Crime; Data Analysis; Data Interpretation; *Death; *Educational Environment; Elementary Secondary Education; Government Publications; *School Safety; Tables (Data); *Victims of Crime; *Violence
IDENTIFIERS- Department of Education; Department of Justice; *Indicators

This report, the fourth in a series of annual reports on school crime, presents the latest available data on school crime and student safety. National indicators affirm that the levels of crime in school have continued to decline, that acts that promote fear and detract from learning are decreasing, and that students feel safer in school than they did a few years ago. Despite declining rates, students ages 12 through 18 were victims of about 2.5 million crimes of violence or theft at school in 1999. Violence, theft, bullying, drugs, and firearms still remain problems in many schools throughout the country. There are five sections to the report: (1) "Violent Deaths at School"; (2) "Nonfatal Student Victimization--Student Reports"; (3) "Violence and Crime at School--Public School Principal/Disciplinarian Reports"; (4) "Nonfatal Teacher Victimization at School--Teacher Reports"; and (5) "School Environment." Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety. This report uses a variety of independent data sources from federal departments and agencies including the Bureau of Justice Statistics, the National Center for Education Statistics, and the Centers for Disease Control and Prevention. Each data source has an independent sample design, data-collection method, and questionnaire design, all of which may be influenced by the unique perspective of the primary funding agency. Three appendices list school-safety practices and policies related to safety and discipline, technical notes, and a glossary of terms. (Contains 66 tables and 19 figures.) (MLF)

ED 457 603 EC 308 609

Thurlow, Martha; Minnema, Jane
States' Out-of-Level Testing Policies. Out-of-Level Testing Report 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; *Alternative Assessment; *Disabilities; Elementary Secondary Education; Evaluation Methods; *Policy Formation; *State Programs; Student Evaluation; *Student Participation; Testing
IDENTIFIERS- Alaska; Arizona; California; Connecticut; Delaware;

the intended users of the evaluation are, identify the purpose of the evaluation, specify the questions that the evaluation needs to answer, specify evaluation criteria, and identify evaluation methods. The paper concludes with a list of eight "use-deadly" sins that researchers should avoid. (CR)

ED 457 621 EC 308 627

General Orientation to New Knowledge Utilization Fields of Informatics, Knowledge Management, and Information Technology.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Accessibility (for Disabled); Adults; Children; *Disabilities; *Health Services; Information Dissemination; *Information Management; *Information Services; Knowledge Level; *Organizations (Groups)

One of a series of booklets on disability research, this paper explores two major developments in the application of information technology: health care informatics and knowledge management. Both of these concepts focus on maximizing the value of, and access to, information resources. Both use technology to create interactive systems through which a range of individuals and groups can potentially find, exchange, augment, and use information. Informatics, however, primarily looks outward, at consumers, clients, and patients, seeking ways to provide information, products, and services that can make health care more effective and efficient. In contrast, knowledge management looks inward, seeking ways to improve the scope, utility, and efficiency of knowledge within the organization. The first section of the paper discusses health care informatics and functional applications of informatics systems such as online databases, electronic journals, online support groups, computer-based patient record systems, disease management systems, and customer relationship management systems. Individuals who use these systems, and the benefits and advantages to health care informatics are reviewed, along with issues regarding access and information quality and reliability. The second part of the booklet explores knowledge management, how it works, and the importance of knowledge management within a disability research organization. (Contains 30 references.) (CR)

ED 457 622 EC 308 632

Esquivel, Giselle B., Ed.; Houtz, John C., Ed.
Creativity and Giftedness in Culturally Diverse Students. Perspectives on Creativity.
PUB DATE- 00
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Ability Identification; Bilingual Students; Creativity; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Gifted; Gifted Disadvantaged; *Intervention; Limited English Speaking; Multicultural Education; Parent School Relationship; Program Evaluation; Student Characteristics; Talent Identification

learner guide is to be used as a workbook during the training and as a reference guide. (Contains resources and references.) (CR)

ED 457 641 EC 308 652

Fisher, Maurice D., Ed.
Gifted Education Press Quarterly, 2001.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Attention Deficit Disorders; Autism; Behavior Disorders; Cultural Differences; Curriculum Design; Elementary Secondary Education; Foreign Countries; *Gifted; *Gifted Disabled; Heterogeneous Grouping; Individual Power; Middle School Students; Multiple Intelligences; Preschool Education; Problem Based Learning; *Student Characteristics; *Talent Development; Young Children
IDENTIFIERS- Aspergers Syndrome; China

These four issues of this quarterly publication on the education of gifted students contain the following featured articles: (1) "Reflections on China: Implications for Gifted Education" (Andrea I. Prejean and Lynn H. Fox); (2) "Differentiating Instruction for Gifted Middle School Students in Heterogeneous Science Classes" (Brendan D. Miller and Colleen Willard-Holt); (3) "'Let's Get Real': An Innovative Problem-Based Learning Program" (Dan G. Holt); (4) "Identification and Education of the Young Gifted Child: A Parent's Perspective" (Susan Grammer); (5) "Mis-Diagnosis and Dual Diagnosis of Gifted Children: Gifted and LD, ADHD, OCD, Oppositional Defiant Disorder" (James T. Webb); (6) "Mis-Diagnosis of Asperger's Disorder in Gifted Youth: An Addendum to 'Mis-Diagnosis and Dual Diagnosis of Gifted Children" by James Webb, Ph.D." (Edward R. Amend); (7) "Effective Identification of Children for Gifted Education Programming" (Barbara Louis and Michael Lewis); (8) "How 3D Thinking Can Enhance Gifted Education" (Patti J. Hamilton); (9) "More than Just Intellect: Qualities of Personal Power to Gifted Students" (Kathleen Dent and Susan Craig); (10) "Teaching Gifted Children: Multiple Intelligences as a Framework in Pre-service Teacher Preparation" (Lynn H. Fox and others); and (11) "Chats with Gifted Students on Life Ahead: Philosophy for Non-Philosophers at the Middle and High School Levels" (Joseph A. Grispino). Issues also contain book reviews of gifted literature and profiles of Thomas Wolfe, George Orwell, Chicago, Larry McMurtry and Eudora Welty. (Some articles include references.) (CR)

ED 457 642 EC 308 654

Mellard, Daryl; Scanlon, David
The Comprehensive Adult Education Planner: Providing Education for Adult Learners Including Those with Learning and Behavioral Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 379p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Dropouts; Adult Education; Adult Learning;

and evaluate programs for students with disabilities in inclusive settings. The project incorporated four key features: (1) a program design stressing interdisciplinary collaboration; (2) systematic development of competencies for both direct and indirect service delivery; (3) redefinition of a school-based service delivery model for students with disabilities; and (4) an induction program to support the resource/collaborating teachers in their new roles. A total of 38 master's degree students, 34 building-level administrators, and 38 colleague teachers participated in project activities. The report details the project's achievements for each of its four main objectives, which were to: recruit highly qualified participants; prepare participants in inclusive education programming; monitor participant progress; and disseminate information. Budget information is summarized. (DB)

ED 457 661   EF 005 266

De Jesus, Raquel
Design Guidelines for Montessori Schools.
PUB DATE- 87
NOTE- 98p.; Based on the thesis "Design Guidelines for Montessori Schools," submitted in partial fulfillment for the degree of Master of Architecture, University of Wisconsin-Milwaukee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Educational Facilities Design; *Guidelines; *Montessori Method; Student School Relationship
IDENTIFIERS- *Learning Environment; Wisconsin

This report presents guidelines for use by architects, designers, and teachers in designing an environment that will complement and enhance the Montessori teaching method. The report provides a history of the Montessori Method, analysis of books written by Montessori and her followers, review of methods and settings, and a section containing interviews and inventories done in six Montessori schools in Milwaukee, Wisconsin. Proposed design guidelines, including adjacency suggestions, are offered for preparing the many unique environments defined by the Montessori method. Appendices contain school interview forms and pages describing "muscular education" from the book, "Montessori Method." (Contains 38 references.) (GR)

ED 457 662   EF 005 337

Educational Technology Options for New York City Public School Classrooms.
PUB DATE- 97
NOTE- 47p.; Prepared by Ehrenkrantz & Eckstut Architects for the New York City School Construction Authority.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Technology; *Elementary Schools; *Intermediate Grades; *Junior High Schools; *Public Schools; *Urban Schools
IDENTIFIERS- *New York City Board of Education; *Technology

(Author/KFT)

ED 457 686 FL 026 908

Callou, Dinah
Ter/Haver-Existential Clauses in Brazilian Portuguese: Variation and Change.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English; Portuguese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Diachronic Linguistics; Dialects; English; Foreign Countries; French; *Grammar; Language Variation; *Portuguese; Pronunciation; Second Language Instruction; Second Language Learning; *Sentence Structure; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Brazil; *Portuguese (Brazilian)

This paper discusses the details of existential sentences constructed with the Portuguese verbs "ter" and "haver" in the interpersonal form. The uses of these verbs are discussed and analyzed in detail. The history and evolution of linguistic changes in Brazilian Portuguese are discussed in an attempt to detect historical social and cultural factors responsible for the variation in existential sentences. (Contains 15 references.) (KFT)

ED 457 687 FL 026 909

Johnson, Kimberly A.
"But This Program Is Designed for Native Speakers...": The Perceived Needs of Nonnative English Speaking Students in MA TESOL Programs.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Education; *English (Second Language); Higher Education; *Language Teachers; Literature Reviews; Masters Programs; Native Speakers; *Professional Development; Second Language Instruction; Second Language Learning; Teacher Education; Teacher Educators

Discussions of training and preparation needs for nonnative English speaking (NNES) master's students in teachers of English to speakers of other languages (TESOL) graduate programs have seldom given voice to the students themselves nor addressed their perceptions of whether their needs are being met in existing programs. This study reports on the needs identified by NNES students and contrasts these with training needs identified by teacher educators: self confidence, language improvement, and professional empowerment. An understanding of NNES students' perceptions can shed light on the responsibility of TESOL graduate programs to analyze motivations when designing curricula or creating courses. Suggestions are provided for becoming more equitable in addressing the needs of all students. (Contains 38 references.) (Author/KFT)

ED 457 688 FL 026 910

Lacorte, Manel
Interaction in the Foreign Language Classroom: Students with Learning Disabilities and Their Teachers.

The Changing Nature of the Academic Deanship. ASHE-ERIC Higher Education Report, Volume 28, Number 1. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 175p.; Published six times a year. For Numbers 2-4, see HE 034 355-357.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Deans; *Administrator Role; College Administration; Deans of Students; *Educational Change; Higher Education; *Instructional Leadership

This monograph provides a compilation of scholarly literature written about academic deans. The premise on which it rests suggests that changes external to the academy have affected the nature of the academic deanship and will continue to affect it for the foreseeable future. The book considers four questions about the academic deanship. The first is what are deans and what do they do? Strong scholarly credentials distinguish most deans, but the ambiguity of the position they hold, being concerned with students and a wide array of administrative tasks, raises their levels of work-related stress. A second question involves the challenges deans face, which include financial constraints, shifting demographics and increasing student diversity, demands from the corporate sector, and advances in technology. A third question considers the strategies deans might use to meet today's challenges. They should select strategies that move them from being managers of day-to-day operations to being leaders in a dynamic environment. A final question asks what universities can do to help deans become more effective. Appendixes list diversity, law, technology, and finance and budgeting resources for deans. Appendixes also include: Survival Tools for Deans Seeking Balance, Ideas for Deans on Organizational Integrity, and A Survival Reference Library for Deans. Name and subject indexes are also included. (Contains 473 references.) (SLD)

ED 457 709 HE 034 355

Sutton, Terry P.; Bergerson, Peter J.
Faculty Compensation Systems: Impact on the Quality of Higher Education. ASHE-ERIC Higher Education Report, Volume 28, Number 2. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 106p.; Published six times a year. For Numbers 1-4, see HE 034 354-357.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; *College Faculty; *Compensation (Remuneration); Criteria; Higher Education; *Systems Development; *Teacher Salaries

Public debate over higher education has changed from questions about education, learning, scholarship, and professional service to performance criteria measured in quantitative, business-like indicators, such as revenues and costs of four major areas for intervention by higher education institutions: mentoring services, faculty and staff development, student activities and residence hall programming, and counseling initiatives. (Contains 1 figure, 4 tables, and 70 references.) (SLD)

ED 457 729 HE 034 378

Gonzalez, Julie M. Byers; DesJardins, Stephen L.
Artificial Neural Networks: A New Approach for Predicting Application Behavior. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001). SPSS, Inc. provided the software for this study.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cohort Analysis; *College Applicants; Comparative Analysis; Higher Education; Models; *Prediction; *Statistical Analysis
IDENTIFIERS- *Neural Networks

This paper examines how predictive modeling can be used to study application behavior. A relatively new technique, artificial neural networks (ANNs), was applied to help predict which students were likely to get into a large Research I university. Data were obtained from a university in Iowa. Two cohorts were used, each containing approximately 20,000 records. The results of the new techniques were compared to those from the traditional analysis tool, logistic regression modeling. ANNs have several advantages over traditional statistical methods. ANNs do not require knowledge of the functional relationship between the independent variables and the dependent variables to estimate the model. Unlike traditional statistical techniques, ANNs learn from examples with a small number of prior assumptions about structural relationships. Other advantages and disadvantages are discussed. The addition of artificial intelligence models is an exciting new area that may be used to explore the complex processes in educational institutions. (Contains 3 figures, 7 tables, and 48 references.) (SLD)

ED 457 730 HE 034 379

Abou-Sayf, Frank K.
Tuition Increases, Demand and Academic Performance. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Costs; Economic Factors; Educational Trends; *Enrollment; Higher Education; *Tuition
IDENTIFIERS- University of Hawaii

A study of the trends related to demand and academic performance at an 11-campus higher educational system, the University of Hawaii system, was conducted over a 14-year period during which

Ball, Howard
The Bakke Case: Race, Education, & Affirmative Action. Landmark Law Cases and American Society.
PUB DATE- 00
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Educational Discrimination; Equal Education; Higher Education; Medical Education; Minority Groups; *Reverse Discrimination; *Selective Admission
IDENTIFIERS- *Bakke v Regents of University of California

This book examines the law and politics surrounding the Bakke case ("Regents of the University of California v. Bakke") and discusses the key arguments presented by both sides in the context of the current eroding public support for affirmative action. The goal is to elucidate the dynamics of U.S. Supreme Court decision making and explore the value of affirmative action in higher education. The chapters are: (1) "Affirmative Action in Higher Education"; (2) "Marco DeFunis Seeks Admission to the University of Washington School of Law, 1971-1974"; (3) "'Let Me In!': Allan Bakke's Plea to the University of California, Davis, Medical School"; (4) "Asking the U.S. Supreme Court To Review 'Bakke'"; (5) "'Mr. Chief Justice and May It Please the Court': The Oral Arguments in 'Bakke'"; (6) "'Bakke' and the Dynamics of Supreme Court Decision Making"; (7) "Affirmative Action Public Policy in the Politically Turbulent 1990s"; and (8) "The 'Bakke' Legacy: Hanging by a Thread?" A chronology, list of relevant cases, and bibliographical essay are attached. (SLD)

ED 457 753 HE 034 408

Brooks, Ann, Ed.; Mackinnon, Alison, Ed.
Gender and the Restructured University: Changing Management and Culture in Higher Education.
PUB DATE- 01
NOTE- 189p.; Published by SRHE and Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Equal Education; *Gender Issues; Higher Education; International Education; *Organizational Change; Work Environment
IDENTIFIERS- *Globalization

This collection explores the impact of globalization and organizational change on academic institutions and their staff. It considers the restructuring of universities as part of a broader process of restructuring academic identities for the global knowledge economy and focuses on how women managers handle change within their institutions. The chapters of part 1, "Restructuring Global Knowledge," are: (1) "Restructuring Bodies of Knowledge" (Ann Brooks); and (2) "Women Leaders in the Restructured University" (Jill Blackmore and Judyth Sachs). Part 2, "Gendered Work Cultures," contains: (3) "Academia, Management, and Men: Making the Connections, Exploring the Implications" (Jeff Hearn); and (4) "Globalization and Gendered Work Cultures in Universities" (Jan Currie and Bev Thiele). Part 3, "Women Managing Change," contains: (5) "Managing Equity: Mainstreaming and 'Diversity' in Australian Universities" (Carol Bacchi); (6) "Managing Innovatively" (Robyn Munford and Sylvia Rumball); (7) "Fighting the Pipeline Fallacy" (Margaret Allen and Tanya Castleman); and (8)

(Contains 3 figures, 19 tables, and 13 references.) (SLD)

ED 457 776 HE 034 435

Degrees Conferred by Connecticut Institutions of Higher Education, 1999-2000. Report.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Degrees (Academic); *Enrollment; Ethnicity; Higher Education; *Minority Groups; Racial Differences; Sex Differences
IDENTIFIERS- *Connecticut

This report provides information about the level and program in which Connecticut's colleges and universities granted degrees in 1999-2000 and information about the gender and race or ethnicity of the recipients. The report also provides data by academic disciplines following the national Classification of Instructional Programs. Connecticut colleges and universities awarded 29,757 degrees and certificates in 1999-2000, a number that was nearly stable when compared to the previous year. The reflects enrollment trends. Minorities earned more degrees in 1999-2000 than in any other year. The 4,464 degrees and certificates earned by minorities represent an increase of 4.1% from 1998-1999 and 15.0% of all degrees and certificates awarded. The number of awards in several scientific and technical disciplines tied closely with Connecticut's economy continued to be of concern, as the number of bachelor's degrees in computer science continued to fall short of the identified demand. The number of degrees and certificates in the health professions fell, and awards in engineering and engineering related technologies remained stable, far below workforce demand. Public colleges and universities granted 2.4% fewer degrees, and independent institutions granted 15,296 degrees and certificates, up 2.8% from the previous year. There was a small increase in the number of bachelor's degrees awarded, with a small decrease in mater's degrees, and an increase in total doctoral and first professional degrees. The most popular disciplines in which degrees and certificates were awarded continued to be business management and administrative sciences, education, health professions and related sciences, social sciences and history, and liberal/general studies and humanities. Four appendixes contain detailed information on degree recipients, including information on race and ethnicity. (Contains 9 tables.) (SLD)

ED 457 777 HE 034 436

Connecticut Public Higher Education, February 2001: Financing Trends.
PUB DATE- 01
NOTE- 60p.; For the 2000 version, see HE 034 456.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Educational Finance; Educational Trends; Expenditures; Financial Support; *Higher Education; *State Programs; Trend Analysis
IDENTIFIERS- *Connecticut

This document contains information on financing trends in higher instructional workload, rank, gender, ethnicity, and full- and part-time status. Financial information included general and authorized budget funds, expenditures by campus, revenue sources, and other financial data. A Research & Service" section contains data about US research facilities and financial support. A profile is also provided of UA facilities, included buildings and maintenance details. (Contains 91 references.) (SLD)

ED 457 797 HE 034 462

Arendale, David
Supplemental Instruction (SI): Review of Research Concerning the Effectiveness of SI from the University of Missouri-Kansas City and Other Institutions from across the United States.
PUB DATE- 97
NOTE- 41p.; In: Mioduski, Sylvia and Gwyn Enright, Eds., "Proceedings of the 17th and 18th Annual Institutes for Learning Assistance Professionals: 1996 and 1997." Tucson, AZ: University Learning Center, University of Arizona, 1997. p. 1-25. For an earlier version, see ED 370 502.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Programs; College Students; Demonstration Programs; Educational Research; *High Risk Students; Higher Education; Learning Strategies; Program Descriptions; Program Effectiveness; Program Evaluation; Racial Differences; *Study Skills; *Supplementary Education
IDENTIFIERS- National Diffusion Network Programs; *University of Missouri Kansas City

The Supplemental Instruction (SI) model of student academic assistance helps students master classes that have a history of a high degree of difficulty as they develop and integrate learning and study strategies. This paper reviews research on SI, developed at the University of Missouri-Kansas City, which has been selected as an Exemplary Educational Program by the U.S. Department of Education. The SI program is used by faculty who teach courses that have been identified as high risk (30% failure rate or higher). An SI leader provides three to five SI lessons out of class each week. The paper reviews the effectiveness of the SI program, discusses its specific features, and reviews program costs. It also reports on the results of six studies of SI at the University of Missouri and other locations. Results of these studies indicate that the program has positive effects on course grades, re-enrollment rates, and graduate rates across racial and ethnic groups. (Contains 32 references.) (SLD)

ED 457 798 HE 034 463

City College of New York CITY FACTS, 1999-2000.
PUB DATE- 00
NOTE- 139p.; Annual publication of the Institutional Research Office of the City College of New York. An electronic version, available at http://www.ccny.cuny.edu/ir/index.html, has the five most used tables from this paper edition. For the "FACTS" for 2000-2001, see ED 452 910.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Community Colleges; Graduate

interactional diversity (defined by P. Gurin, 1999) on a range of desirable college outcomes for white students and students of color at different types of colleges. The sample was 53,756 full-time enrolled undergraduates who completed all the items on the College Student Experiences Questionnaire between 1998 and 2001 at 124 institutions. Although white students less frequently engaged with students from different backgrounds, such experiences positively affected self-reported gains and competence in working with people from, different backgrounds for both white students and students of color at all types of colleges. These and other effects vary for white students and students of color and by institutional type. (Contains 4 tables and 34 references.) (Author/SLD)

ED 457 820   IR 020 890

Price, Jerry, Ed.; Willis, Dee Anna, Ed.; Davis, Niki, Ed.; Willis, Jerry, Ed.
Proceedings of Society for Information Technology & Teacher Education (SITE) 2001 International Conference (12th, Orlando, Florida, March 5-10, 2001).
PUB DATE- 01
NOTE- 3376p.; For individual papers, see IR 020 891-978. Some text and figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF32/PC136 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Teacher Education; *Technology Integration; Telecommunications
IDENTIFIERS- *Technology Utilization

This proceedings contains papers from the 2001 Society for Information Technology & Teacher Education (SITE) conference. Papers are organized in the following sections: (1) Concepts and Procedures (24 papers); (2) Distance Education (42 papers); (3) Diversity and International (15 papers); (4) Educational Computing Course (19 papers); (5) Educational Leadership (24 papers); (6) Electronic Portfolios (12 papers); (7) Faculty Development (41 papers); (8) Graduate and Inservice (52 papers); (9) Instructional Design (50 papers); (10) International (13 papers); (11) Mathematics (25 papers); (12) New Media (28 papers); (13) Preservice Teacher Education (73 papers); (14) PT3 (Preparing Tomorrow's Teachers To Use Technology) Papers (82 papers); (15) Reading, Language Arts, and Literacy (16 papers); (16) Research (51 papers); (17) Science (18 papers); (18) Simulations (3 papers); (19) Social Studies (9 papers); (20) Special Needs (11 papers); (21) Technology Diffusion (37 papers); (22) Telecommunications: Graduate and Inservice (32 papers); (23) Telecommunications: Preservice Applications (14 papers); (24) Telecommunications: Systems and Services (13 papers); (25) Theory (12 papers); and (26) Young Child (6 papers). Abstracts of the papers and an author index are included. (MES)

ED 457 821   IR 020 891

Bauder, Deborah Y., Ed.; Mullick, Rosemary, Ed.; Sarner, Ronald, Ed.
Concepts & Procedures. SITE 2001 Section .
PUB DATE- 01
NOTE- 109p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.

presentation demonstrating relationships among the ideas underpinning the framework for integrating STW into preservice teacher education and the assessment criteria listed in Ohio and national teaching standards; (5) a report discussing the competencies and foundation skills identified by the Secretary's Commission for Achieving Necessary Skills as necessary for successful induction into careers; (6) a mind mapping procedure designed to enable faculty to think about STW and its relationships to preservice teacher education; (7) a comical skit to help faculty members raise and address issues related to integrating STW into teacher education programs; and (8) examples of college syllabi and ways instructors have integrated contextualized learning into their education courses. (MN)

ED 457 324   CE 082 313

Synko, Nick
From A to Z...Future Work: An Employee Survival Guide for the 21st Century.
PUB DATE- 99
NOTE- 179p.; Cartoons by Brian Narelle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Change; *Career Development; Career Education; Career Planning; Communication Skills; Communicative Competence (Languages); Competence; Cooperation; Decision Making; Education Work Relationship; Educational Needs; Employer Employee Relationship; *Employment Qualifications; *Futures (of Society); Goal Orientation; Guides; Habit Formation; Human Capital; Individual Development; Individualism; Interpersonal Competence; Interpersonal Relationship; *Job Performance; *Job Skills; Listening Skills; Measurement Techniques; Notetaking; Problem Solving; Professional Development; Quality Control; Self Actualization; Self Expression; Speech Communication;
IDENTIFIERS- Customer Relations; Process Improvement; Root Cause Analysis

This document, which is intended for all employees from entry workers to company executives, examines the skills needed for survival in the 21st century workplace. The book contains 26 chapters arranged in an A to Z format. Selected chapter titles are as follows: "Attitude: Why Is Managing Your Attitude Part of Your Job?"; "Customers: Why Internal and External Customers Are Important"; "Do It Now: Why 'Do It Now' is the Foundation for Tomorrow"; "Education: Why Educating Is More Than Talking"; "Facts: "Why Aren't People Listening to What You Have To Say?"; "Goals: How Goals Can Help Define Your Future"; "Habits: Why You Inevitably Are What You Repeatedly Do"; "Improve Continuously: Why 'Good Enough' Isn't"; "Keep: How Consistent Note Taking Can Improve Your Future"; "Listen: Is Listening More Important Than Speaking?"; "Measure: If You Don't Measure You Are Only Guessing"; "Next: Why Some People Need To Be Supervised"; "Obstacles: Are Obstacles and Problems the Same Thing?"; "Process: How To Manage Quality through Process Improvement"; "Root Cause: What Is a Symptom? What Is a Root Cause?"; "Teams: What Type of Decisions Should Be Assigned to a Team?"; "Undercapitalize: What Are You Investing in Your Future?"; and "Zero Defects: Is 99% Good Enough?" (MN)

ED 457 325   CE 082 314

*Educational Policy; *Educational Practices; Educational Quality; Employment Qualifications; Foreign Countries; Information Needs; Labor Market; Occupational Information; *Parent School Relationship; Postsecondary Education; *School Choice; Secondary Education; Student Motivation; Student School Relationship; *Vocational Education
IDENTIFIERS- Educational Marketing; England; Wales

The creation of a quasi-market in England and Wales schooling has changed pupil, parent, and school behavior in a way that has reinforced the dominance of traditional, academic schooling. A study summarized results of research into this quasi-market behavior, with particular emphasis upon the upper secondary age group. The study found that while schools now face greater incentives to respond to consumer choice, only certain groups of consumers have been effectively empowered by these reforms. Schools thus respond only to the wishes of a sub-sample of consumers. In effect, they receive a signal that is biased against the provision of quality vocational schooling. This analysis can be linked to changes in structure of contemporary labor markets and the attempt to gain credibility for a national system of vocational qualifications. The analysis concludes with proposals that seek to improve the quality of the information flows between parents, schools, and the labor market. (Contains 50 references.) (Author/KC)

ED 457 341 CE 082 345

Comings, John, Ed.; Garner, Barbara, Ed.; Smith, Cristine, Ed.
Annual Review of Adult Learning and Literacy. Volume 2. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 295p.; For Volume 1, see ED 436 673. Foreword by Israel Mendoza.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Educators; Adult Learning; *Adult Literacy; Annotated Bibliographies; Change Strategies; Correctional Education; Curriculum; Delivery Systems; *Educational Change; Educational Needs; Educational Philosophy; Educational Policy; *Educational Practices; *Educational Research; Educational Trends; Federal Programs; Financial Support; Foreign Countries; Instructional Materials; *Literacy Education; Models; Needs Assessment; Organizational Change; Organizational Climate; Organizational Development; Policy Formation; Politics of Education; *Professional Development; Public Policy; Research Projects; State of the Art Reviews; Systems Approach;
IDENTIFIERS- Canada; Critical Pedagogy; United States

This document contains eight papers on adult learning and literacy research and practice. "The Year 1999 in Review" (Dave Speights) presents an overview of adult learning and literacy research funding, policy, and activities in 1999. "Making Sense of Critical Pedagogy in Adult Literacy Education" (Sophie C. Degener) details a critical pedagogy framework for adult education programs. "Research in Writing: Implications for Adult Literacy Education" (Marilyn K. Gillespie) discusses the teaching of writing as an integral and essential part of adult literacy education. "Time to Reframe Politics and Practices in Correctional Education" (Stefan LoBuglio) reviews policy, practice, and research related to correctional education and offers recommendations for improving them. "Building

PUB DATE- 01
NOTE- 612p.; MPR Reference No. 8140-530. For a previous Job Corps Study, see ED 448 345.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Cost Effectiveness; Crime; Crime Prevention; *Disadvantaged; *Employment Programs; Evaluation Methods; *Federal Programs; Job Placement; *Job Training; Juvenile Courts; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Research Methodology; Validated Programs; Young Adults; Youth Employment
IDENTIFIERS- Impact Studies; *Job Corps

A study involving random assignment cf all youth eligible for Job Corps to either a Job Corps program or to a control group was conducted to assess the impact of Job Corps on key participant outcomes. Participants in the study were nationwide youth eligible for Job Corps who applied for enrollment for the first time between November 16, 1994, and December 17, 1995. The study sought to determine the following: (1) how effectively Job Corps improves the employability of disadvantaged participants, (2) whether Job Corps impacts differ for youths with different baseline characteristics, and (3) how effective the residential and nonresidential components of Job Corp are. Findings over the first 4 years after random assignment include the following: (1) Job Corps provided extensive education, training, and other services to the program group and improved their educational attainment; (2) Job Corps generated positive employment and earnings impacts by the beginning of the third year after random assignment and the impacts persisted through the fourth year; (3) employment and earnings gains were found broadly across most subgroups of students; (4) the resident and nonresidential programs were each effective for the youths they served; (5) Job Corps significantly reduced youths' involvement with the criminal justice system; (6) Job Corps had small beneficial impacts on the receipt of public assistance and self-assessed health status, but no impacts on illegal drug use; and (7) Job Corps had no impacts on fertility or custodial responsibility, but it slightly promoted independent living and mobility. (The report include numerous tables and charts, 31 references, and five appendixes concerning the study methodology.) (KC)

ED 457 359 CE 082 387

Olsen, Robert B.; Decker, Paul T.
Testing Different Methods of Estimating the Impacts of Worker Profiling and Reemployment Services Systems.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 01
NOTE- 44p.; MPR Reference No. 8727-004.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Comparative Analysis; Data Analysis; Evaluation Methods; Job Search Methods; *Matched Groups; Outcomes of Education; Profiles; *Program Effectiveness; Program Evaluation; *Regression (Statistics); *Reliability; *Research Methodology; Research Utilization; Retraining; *Unemployment Insurance
IDENTIFIERS- Florida

The Worker Profiling and Reemployment Services (WPRS) program requires states to establish systems for identifying the entitlement to public funding is dependent upon meeting criteria for initial access and continued funding. The survey identifies five different underlying principles that governments use in funding the first of the two stages of post-compulsory education and four principles related to access to funding for participation in the second stage. The principles focus on the following: (1) the way government-based funding is distributed; (2) the obligations of the recipients; (3) academic requirements; (4) satisfactory performance; and (5) a move from parent means-testing to student responsibility. Implications of the findings for Australian are outlined. (Contains 29 references.) (KC)

ED 457 376 CE 082 416

Thomson, P.; Saunders, J.; Foyster, J.
Improving the Validity of Competency-Based Assessment.
PUB DATE- 01
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Competence; Criterion Referenced Tests; Definitions; Developed Nations; Educational Research; Evaluation; Evaluation Methods; Evaluation Needs; *Evaluation Problems; *Evaluation Research; Foreign Countries; *Performance Based Assessment; Postsecondary Education; Secondary Education; Technical Education; *Test Interpretation; *Test Validity; *Vocational Education
IDENTIFIERS- *Australia

A study was conducted to review the concept of validity in the context of vocational education and training (VET) in Australia. The study included a review of literature, case studies, presentation of key findings, and recommendation of a tool to guide assessors. An eight-faceted approach to validity, based on Nitko, was developed, with each approach using different kinds of evidence (content, internal coherence, external coherence, reliability, practicality, generalizability, consequential) that may be appropriate within a competency-based approach to assessment. The study showed that the eight types of evidence were, with a single exception (consequential evidence), regarded as important by the study participants. The study finds that the approach to validity indicated by Nitko can be fruitful in improving competency-based assessments. Other findings include the following: (1) some practitioners were reluctant to allow any scrutiny of their assessment practices; (2) records storage and retrieval were sometimes not well-developed; (3) there was no uniform definition of "recognition of prior learning" or "recognition of current competency"; (4) the use of holistic assessment left questions of validity open; and (5) attitude seems to be a factor in employment and on-the-job success but was beyond the scope of the study. A revised definition of validity was proposed that sees validity as "the extent to which the interpretation and use of an assessment outcome can be supported by evidence." (Contains 30 references.) (KC)

ED 457 377 CE 082 417

Saunders, John
Linkages between ACE Vocational Provision and Mainstream VET.
PUB DATE- 01
NOTE- 118p.

implementing the One-Stop Career Center systems. An executive summary is followed by Section A, Introduction, which provides an overview of the One-Stop initiative and describes evaluation objectives and methods. The main portion of the report is organized into three major sections. Section B, on state and local organization and governance, has two chapters that address overall system development and the creation of the One-Stop systems. Section C, on development of the infrastructure to support the One-Stop systems, includes six chapters that examine the ways that states and local sites have developed sub-systems to support their One-Stop centers, such as physical facilities, information systems, staff capacity-building systems, financing agreements, marketing strategies, and performance measurement systems. Section D, on service design and delivery, is comprised of two chapters on services designed for individual and employer customers. Each chapter in Sections A-C consists of an introduction and description of different approaches the states used to further the 3-7 goals listed in each chapter. Section E reviews progress-to-date in meeting the objectives of the initiative, including the progress in meeting these four federal themes: universal access, customer choice, integrated services, and system accountability driven by customer outcomes and continuous improvement efforts. (YLB)

ED 457 393 CE 082 437

Kogan, Deborah; Fedrau, Ruth; Midling, Michael J.; Remboulis, Maria A.; Wolff, Kristin E.
Creating Workforce Development Systems That Work: An Evaluation of the Initial One-Stop Implementation Experience. Final Report Appendices: State and Local Profiles.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 667p.; For Final Report and Practitioner's Guide, see CE 082 436 and CE 082 438. Fifth author's name varies on cover page.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; Case Studies; Cooperative Programs; Coordination; *Economically Disadvantaged; Employment Programs; *Employment Services; Institutional Cooperation; *Job Training; Labor Force Development; Program Evaluation; *Program Implementation; Staff Development; *State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- *One Stop Centers

This appendix includes individual case study profiles of the One-Stop Career Center implementation experiences of the 9 states and 14 local sites included in the study of initial implementation experiences. The 12 state and local profiles are State of Connecticut (CT); CT Works Career Center, New London, CT; CT Works Career Center, Willimantic, CT; State of Indiana (IN); Eastside Center, Indianapolis Network for Employment and Training, Indianapolis, IN; Workforce Development Center, Lawrenceburg, IN; State of Iowa (IA); Workforce Development Center, Creston, IA; Workforce Development Center, Des Moines, IA; State of Maryland (MD); Eastside Career Center, Baltimore, MD; and Columbia Employment and Training Center, Columbia, MD. State profiles typically include state context; evolution of the One-Stop Career Center design; organization and governance; communication and coordination; funding arrangements, budgeting, and fiscal issues; and implementation of state

The POWER of Adult Education: Moving the Adult Education and Literacy System of the United States from the Margins to the Mainstream of Education.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Disadvantaged; *Educational Benefits; Educational Finance; Educational History; *Educational Improvement; *Educational Legislation; Educational Trends; Enrollment Trends; Federal Legislation; *Literacy Education; Participant Characteristics; Program Effectiveness; Program Improvement; *Social Indicators
IDENTIFIERS- Adult Education Act 1966; *Workforce Investment Act 1998 Title II

The Adult Education and Literacy System (AELS) has been systematizing and promoting adult education in the United States since 1966, when the Adult Education Act (AEA) was passed. Today, some 4,000 organizations operate under the rules and regulations of the latest reauthorization of the AEA, the Adult Education and Family Literacy Act (AEFLA). From 1966 through 1999, the number of adults enrolled in the programs funded through this act increased at an average rate of almost 100,000 per year, growing from 377,000 in 1966 to more than 3.6 million in 1999. The power of the AELS results from findings that the same dollars used to help adults learn actually do "double duty" by generating additional outcomes that produce a wide variety of benefits for adults, their children, communities, and the nation as a whole. Benefits include improved productivity at work, at home, and in the community, improved self-confidence, improved health of children of learners, improved productivity in the schools, and less recidivism in the criminal justice system. Despite the many valuable contributions of the AELS, however, the system remains marginalized and under- funded, largely because the socioeconomic status of the adults seeking literacy education leads to their being considered less important in society and stereotyped as less deserving because they "should have learned literacy skills as children." Moving the AELS from the margins to the mainstream of education can be accomplished by taking these three important steps: (1) increase funding; (2) increase enrollments; and (3) improve the adult education and literacy system. (KC)

ED 457 411 CE 082 481

Sticht, Thomas G.
Reforming Adult Literacy Education: Transforming Local Programs into National Systems in Canada, the United Kingdom, & the United States.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; Comparative Education; Computer Uses in Education; Course Content; Curriculum; *Delivery Systems; Developed Nations; Educational Administration; Educational Finance; *Educational Improvement; Educational Legislation; Educational Needs; Educational Quality; Educational Trends; Enrollment; Federal Legislation; Foreign Countries; Futures (of Society);

critical thinking, their powers of persuasion, and their creativity. Active involvement in the assessment processes fosters students' confidence in their ability to become effective practicing counselors. Appendix One is a description of the Challenge Method. (Contains 16 references.) (JDM)

ED 457 431 CG 031 167

Allen, Jackie M.
Addressing Fragmentation: Building Integrated Services for Student Support.
PUB DATE- 01
NOTE- 10p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; *Counselor Role; Educational Environment; Elementary Secondary Education; *Integrated Services; Needs Assessment; Strategic Planning; *Student Personnel Services
IDENTIFIERS- Paradigm Shifts; Support Systems

The concept of integrated service delivery has been endorsed by the professional organizations of all student support services personnel. Still, this paradigm has been slow to be adopted in schools. For one, counseling professionals are hesitant to share their role with other professionals. Services are often fragmented and professionals are unsure what each other's role is with the students. Funding is distributed unevenly across programs. The creation of a collaborative work culture where professionals spend time together doing strategic program planning enhances the change process. Beginning with a needs assessment of the school climate and community will assure that members of the planning team know the strengths and weaknesses of the existing services. Translating the needs into a plan of action for short- and long-term goals is the next step. The school community needs to be aware of the programmatic changes and a successful public relations campaign will lead to successful changes in the services paradigm. (Contains 13 references.) (JDM)

ED 457 432 CG 031 168

Elmore, Patricia
Competencies in Assessment and Evaluation for School Counselors.
PUB DATE- 01
NOTE- 8p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; *Counselor Training; *Counselors; Elementary Secondary Education; *Evaluation; Higher Education; Minimum Competencies; National Standards; Professional Associations; Program Development; School Counseling
IDENTIFIERS- Council for Accred of Counsel and Relat Educ Prog

This chapter presents eight competencies approved by the American School Counselor Association and the Association for Assessment in Counseling that provide the knowledge and skills school counselors need in the areas of assessment and evaluation. Because effectiveness in assessment and evaluation is critical to effective counseling, these competencies are important for men do not use condoms and that lower income, less educated Hispanics are at higher risk for HIV were supported by the research. This literature review confirms the premise that Hispanic women are at high risk due to the sexual practices of their mates. Also supported is the notion that traditional gender roles and stereotypes contribute to the spread of HIV. Despite limitations in sampling, assessment measures, and other variables, this review of the literature gathered several suggestions for future research. Information is needed on whether finances play a part in the lack of HIV information. Empowering women to encourage condom use could decrease the HIV risk. Outreach programs need to be a primary focus of research and of community intervention. (Contains 21 references.) (JDM)

ED 457 455 CG 031 225

Spearing, Melissa
Eating Disorders: Facts about Eating Disorders and the Search for Solutions.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Anorexia Nervosa; Anxiety; At Risk Persons; Body Image; *Bulimia; *Counseling; Depression (Psychology); *Eating Disorders; Emotional Response; Family Relationship; Intervention; Psychological Patterns; Self Care Skills; Substance Abuse
IDENTIFIERS- Comorbidity

Eating disorders involve serious disturbances in eating behavior, such as extreme and unhealthy reduction of food intake or severe overeating, as well as feelings of distress or extreme concern about body shape or weight. Anorexia nervosa and bulimia nervosa are the two main types of eating disorders. Eating disorders frequently co-occur with other psychiatric disorders such as depression, substance abuse, and anxiety disorders. People who suffer from such disorders often experience a range of physical health complications. Treatment requires a comprehensive treatment plan involving medical care and monitoring; psychosocial interventions; nutritional counseling; and medical management when warranted. People with eating disorders often do not realize when they need help. Family and friends can be instrumental in assisting them in the interventions necessary for recovery. (Contains 17 references.) (JDM)

ED 457 456 CG 031 226

Redmond, Dionne; Flauto, Phil
Gender Identity Disorder in Children.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; Counseling; Counselor Role; Helping Relationship; *Homosexuality; Interpersonal Competence; *Lesbianism; Parent Child Relationship; *Self Concept; Self Esteem; *Sexual Identity; *Sexual Orientation
IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders; Gender Training

Identity formation involves the development of self esteem, explanatory factors among American secondary school students, college students, and young adults. The study aims to monitor drug use and related factors in order to provide social indicators of historical change, to distinguish the three types of change (age, period, cohort), and to analyze results at both individual and aggregate levels. Eleven specific objectives of the study are described and each is explained, including its logic and rationale, relevant theory, literature cited, and progress. Objectives 1 through 3 concern drug use and potential explanatory factors; Objective 4 distinguishes which kinds of change are occurring for various types of drug use; Objectives 5 through 9 study the causes, consequences, and developmental patterns associated with types of change in drug use; and Objectives 10 and 11 list additional methodological, policy, data-sharing, and other objectives. (Contains over 500 references.) (JDM)

ED 457 478 CG 031 259

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Demographic Subgroup Trends for Various Licit and Illicit Drugs, 1975-2000. Monitoring the Future Occasional Paper 53.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 01
NOTE- 425p.; For "Monitoring the Future National Survey Results on Drug Use, 1975-2000. Volume I: Secondary School Students," see CG 031 262.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Demography; Differences; Ethnicity; Grade 10; Grade 12; Grade 8; *Illegal Drug Use; *Longitudinal Studies; Parent Background; Racial Factors; Regional Characteristics; Secondary Education; Secondary School Students; Sex Differences; Sociocultural Patterns; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Monitoring the Future

This occasional paper is intended to serve as a supplement to the larger annual volume, "Monitoring the Future National Survey Results on Drug Use, 1975-2000: Volume 1: Secondary School Students." This supplement contains the graphic presentation of the trends in drug use for various demographic subgroups, namely those defined by gender, college plans, region of the country, population density, education level of the parents, and racial and ethnic identification. It presents trend data for 12th grade respondents from 1975, the first year nationally representative samples of high school seniors were obtained. Data are also presented on 8th and 10th grade students from 1991, the first year they were added. Two appendixes from the larger volume are included for the convenience of the reader. Appendix D contains the numerical information upon which these graphs are based. Appendix B contains detailed information of the demographic categories being used. (Contains 151 figures) (JDM)

ED 457 479 CG 031 260

Bachman, Jerald G.; Johnston, Lloyd D.; O'Malley, Patrick, M.
The Monitoring the Future Project after Twenty-Seven Years: Design and Procedures. Monitoring the Future Occasional Paper 54.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda,

attractiveness. (Contains 12 references.) (Author/JDM)

ED 457 499 CG 031 282

Mulroy, Kevin
Combining Clozapine and Talk Therapies.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; *Counseling Techniques; *Drug Therapy; Family Involvement; Literature Reviews; Outcomes of Treatment; Physician Patient Relationship; *Schizophrenia; Therapy

Clozapine is an antipsychotic medication used in the treatment of schizophrenia. This paper reviews articles concerning clozapine therapy. It considers its benefits and dangers in various situations, and how it can be successfully combined with talk therapies. Studies are reviewed concerning patients in outpatient clinics, partial hospitalization programs, and full hospitalization programs. The reviews conclude that neither drug therapy nor talk therapy alone is sufficient. The collusion of patient, doctor, and family is necessary if a successful resolution of the patient's problem is to be obtained. (JDM)

ED 457 500 CG 031 286

Jimerson, Shane R., Ed.; Wilson, Marilyn, Ed.
The California School Psychologist, 2001.
PUB DATE- 01
NOTE- 72p.; Produced annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Development; American Indians; Behavior Modification; Behavior Problems; *Counseling; Decision Making; Elementary Secondary Education; Evaluation; Intervention; Problem Solving; *Professional Associations; School Holding Power; *School Psychologists; School Safety; Student Needs; Violence
IDENTIFIERS- *California; Strength Based Assessment

This volume of the journal for the California Association of School Psychologists provides current information on a broad array of topics related to the work of school psychologists. The articles contribute important information on contemporary issues in the field, such as using a strength-based perspective when assessing students, student support teams focusing on empirically supported interventions and data-based decision making, and a study examining the efficacy of a cognitive behavioral counseling group for elementary students with behavioral problems. Articles in this issue include: (1) "The California School Psychologist as a Catalyst for Change" (Shane R. Jimerson; Marilyn Wilson); (2) "Integrating Strength-Based Perspectives in Psychoeducational Evaluations" (Sabrina Rhee; Michael J. Furlong; Joseph A. Turner; Itamar Harari); (3) "Problem Solving Student Support Teams" (Kristin M. Powers); (4) "An Introduction to Cultural Issues Relevant to Assessment with Native American Youth" (Jill D. Saxton); (5) "Effectiveness of a Cognitive Behavioral Group Intervention for Elementary Aged Students" (A. Terry Richardson); (6) "A Synthesis of Grade Retention Research: Looking Backward and Moving Forward" (Shane R. Jimerson); and (7) "Primary

IDENTIFIERS- *California State University Bakersfield; *Technology Integration

Institutions of higher education have been on the forefront of technology integration. In particular, teacher education programs must respond to the training needs of prospective teachers who will in turn help young learners grow in the technologically advanced society. Several steps have been taken by universities and colleges to meet relevant accreditation standards. In addition, universities have joined efforts with other institutions, businesses, state, and national agencies to implement technology standards. Several grants have been given to these institutions to help meet their goals. Based on these trends and practices, this paper disseminates information about technology integration in schools. In particular, the paper highlights the outcomes of technology grant opportunities within the context of a National Council for Accreditation of Teacher Education-accredited university in California. First, it describes in terms of its conceptual framework, the Confluent Education Model (CEM), the context of a university teacher education program at California State University-Bakersfield. Second, it provides an account about a technology grant project, Teaching with New Technologies (TNT). Third, it highlights, in terms of the project's learning cycle, Confluent On-Line Language Pedagogy (CLOP), the interface between technology and literacy. Finally, the paper suggests implications for technology integration in language arts classrooms. (Contains 10 references.) (NKA)

ED 457 523   CS 217 677

Weidner, Heidemarie Z.

Paradoxes and Contraries: Teaching and Writing as Life, Life as Teaching and Writing.

PUB DATE- 00

NOTE- 17p.; Paper presented at the Annual Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; *Paradox; *Teacher Student Relationship; *Writing Instruction

IDENTIFIERS- Elbow (Peter); Teaching Perspectives; *Voice (Rhetoric); *Zen Buddhism

In his book, "Writing with Power" (1981), Peter Elbow spends several chapters circling around the phenomenon of "voice." This paper argues that Peter Elbow's examinations of contraries and paradoxes--particularly those that concern writing voice and teaching--contain elements of "koan" practice. The paper suggests that to compare Elbow's approach with these Zen exercises may shed more than rational light on the business of teaching writing. It states that a "koan" is a "public case," i.e., the record of an ancient event and often involves the sayings of famous Zen masters and their dialogues with students, and that to the beginning Zen student, koans seem quirky and paradoxical. According to the paper, another aspect of consciousness needs to be engaged to reach any depth of insight into a koan--koans open up the intuitive, "direct knowing" aspect of consciousness. The paper considers that among the many contraries and paradoxes that Elbow explores in his book, the two that are most crucial are voice and teaching. It finds that just as a Zen teacher guides his students through

District CA

In 1991, Huntington Beach High School scarcely had a day without a fight, a theft, or vandalism. Disrespect of staff and defiance were rampant with referrals and unserved detentions backlogged. Students felt anonymous, and authority appeared arbitrary. By 1994, the very same high school was a California Distinguished School. The single most important factor was personalization. School-related state law was explained by administrators in a classroom setting. Offenses leading to detention or suspension were posted in classrooms. With fewer surprises about consequences, there was less student anger. But the major emphasis was on dealing with the students as individuals. If students were allowed to explain completely their side of the story, they accepted their consequences. Administrators avoided blame and stressed helping the students change behavior in order to reach their own goal of graduating. All freshmen with three grades below a C were unofficially "adopted" by an adult. Students not normally given public appreciation earned Improved Student and Most Improved Athlete awards. Administrators greeted students by name at the doors. Administrators led school policy discussions during lunch hours. Voluntary tutoring sessions were offered before classes started, and block scheduling allowed the teachers to know students better. Improvement culminated in the students being instrumental in establishing a state law against bias crimes in school. (RKJ)

ED 457 545 EA 031 272

Williams, Alicia D.; Protheroe, Nancy; Parks, Michael C.
Salaries and Wages for Professional and Support Personnel in Public Schools, 2000-2001: A Reference Tool for Education Leaders. National Survey of Salaries and Wages in Public Schools. 28th Edition.
PUB DATE- 01
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Compensation (Remuneration); Elementary Secondary Education; National Surveys; *Public Schools; *Salaries; School District Spending; School Statistics; *Wages
IDENTIFIERS- Educational Research Service

This is the 28th edition of salary and wage studies conducted annually by the Educational Research Service. It collects salary data from a national panel sample of school systems for 22 professional and 10 support positions. Consistency in study design and procedures through the years has also made this the definitive study of salary changes in education. It incorporates such recent improvements as classification of central-office administrators by responsibility levels, summary data on daily pay rates, percentile rankings of summary data for four enrollment groups (by number of students enrolled), and five levels of expenditure per pupil. Section 1 covers changes in salaries scheduled and paid over the past decade for selected professional and support positions. Section 2 offers information on salaries and wages paid, as well as average daily rates for the current school year. Section 3 examines scheduled salaries and wages. Unlike data on salaries actually paid, scheduled salaries are not affected by factors such as education, number of years' experience, or the longevity of violence. The bulletin ends with 13 references and resource lists including 5 programs, 30 organizations, 14 assessment tools, and 96 references. (RT)

ED 457 565 EA 031 314

Washington School Finance Primer.
PUB DATE- 99
NOTE- 8p.; Prepared by School Apportionment and Financial Services within the Washington State Superintendent of Public Instruction Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Higher Education; *School Funds; *State Aid
IDENTIFIERS- *Washington

The proportion of state funding for public schools in Washington is among the highest in the nation: about 75 percent of school-district General Fund revenue comes from the state. Almost 60 percent of all state General Fund expenditures are for education (about 46 percent for grades K-12 and 12 percent for higher education). The state special-education allocation per student is based on 93.09 percent of the district's basic-education allocation per student, and special-education safety net funding is provided for districts that can demonstrate unusual needs. Bilingual funding is provided at a rate of $664.91 per annual average bilingual student in the 1998-99 school year. Many of the smaller state and federal programs are funded through competitive grants. The state distributes money monthly based on apportionment formulas and reimbursement claimed through the grants management process. School districts can raise money using four types of local property-tax levies: General Fund, Capital Project, Debt Service, and Transportation Vehicle levies. School districts account for all revenues and expenditures using standard account codes defined in the "Accounting Manual for Public School Districts in the State of Washington." The Washington State Auditor examines school-district accounting practices and compliance with state and federal requirements for receiving funding. (RT)

ED 457 566 EA 031 315

DeSchryver, David A.
Creating a Revolution: From the Boardroom to the Classroom--New Partners in Education.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Partnerships in Education; Politics of Education; Private Sector; Privatization; *Public Schools; *School Business Relationship
IDENTIFIERS- *Reform Efforts

A growing number of private companies have emerged with the mission of providing educational services to public schools and districts. Partnerships between public schools and service companies, though not novel, only recently have become high-profile and prolific. Although welcomed by educational reformers, partnerships that involve outsourcing of services

Relationship; *School Policy

This study, the second of 2 conducted by the Institute for Educational Leadership (IEL) on the governance of the 21st Century Community Learning Centers (CCLC) program, describes the growth and development of collaborative decision-making in 4 of the initial grantee communities after 2 years of funding. IEL's first report asked the original 99 grantees: What roles do cross-sector partnerships play in implementing 21st CCLC programs? This follow-up study asks: To what extent have grantee communities developed the collaborative capacity needed to run effective programs and to recognize and move toward accomplishing the full potential of the 21st CCLC program? Findings suggest that formal, cross-sector governing bodies have functioned weakly at the community level, if at all. In addition, a 3-year grant period and an emphasis on programming have left grantees with little time or incentive to develop long-range governing strategies. The report calls on the U.S. Department of Education to continue to request 5-year grant authority from Congress for subsequent 21st CCLC grant competitions and to give priority to applicants with demonstrated collaborative capacity. It also recommends that the grant provide technical assistance to teams at the site level where it is not currently provided and could make an immediate difference. IEL's experience strongly suggests that collaborative governance is necessary both to build effective school-community initiatives and to transform 21st CCLCs from successful after-school programs to a sustainable system of community schools. Appendixes include: Year One Findings and Recommendations: A Recap and Resource Material Strengthening Partnerships: Community School Assessment Checklist. (DFR)

ED 457 585 EA 031 337

Watts, Jim
Getting Results with Accountability: Rating Schools, Assisting Schools, Improving Schools. Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accountability; Black Students; Comparative Analysis; *Competency Based Education; Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Equal Education; Norms; Public Schools; *Rating Scales; *School Effectiveness; School Restructuring; Standards; *Student Improvement

Every Southern Regional Education Board (SREB) state has taken actions aimed at holding schools accountable for improved student achievement. Several SREB states are recognized nationally as leaders in implementing school-accountability systems that are getting results. SREB states are making progress in improving student achievement on indicators such as the National Assessment of Educational Progress and college admissions tests. Through accountability programs, some states are beginning to see evidence of closing the gap between the achievement of black and white students. It is now clear that state efforts to hold schools accountable for results and to provide schools with the necessary support are beginning to pay significant dividends. This report outlines for state leaders the basic considerations that are important in making ratings and assistance work as part of a state's comprehensive accountability system. Based on the experience of SREB states, it provides answers to these questions: What have SREB states

Iowa; Louisiana; North Dakota; *Out of Level Testing; South Carolina; *Testing Accommodations (Disabilities); Utah; Vermont; West Virginia

In an attempt to include more students with disabilities in large-scale assessments, 12 states (Alaska, Arizona, California, Connecticut, Delaware, Iowa, Louisiana, North Dakota, South Carolina, Utah, Vermont, and West Virginia) allowed out-of-level testing during the 2000-2001 school year. This report discusses the context of state assessment systems, including the accountability practices in which out-of-level testing is implemented. It then describes specific out-of-level testing policies in those states with policies that allow students to be tested out of level in large-scale assessments. By reviewing all 12 states' policies on out-of-level testing, it was found there was a wide variability across states in both policy content and suggested practices for implementing out-of-level testing at the local level. The report concludes by highlighting four discussion points. First, there is a need to increase the specificity of out-of-level testing policy language to guide testing at the local level in a suitable manner. Second, analyses indicate four labels (accommodations, modifications, nonstandard, and alternate assessment) are used for out-of-level testing across states, but there is little consistency in what the terms mean. Third, what is reflected in state policy may not reflect implementation. Fourth, the long-term effects on students are unknown. (Contains 12 references.) (CR)

ED 457 604 EC 308 610

Thurlow, Martha L.

Use of Accommodations in State Assessments: What Databases Tell Us about Differential Levels of Use and How To Document the Use of Accommodations. Technical Report 30.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 26p.; This report is based on a paper presented at the Annual Meeting of the National Council of Measurement in Education (Seattle, WA, April 11-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; *Age Differences; *Alternative Assessment; *Disabilities; Elementary Secondary Education; Evaluation Methods; Standardized Tests; *State Programs; Student Evaluation; *Student Participation; *Testing

IDENTIFIERS- Florida; Indiana; Kansas; Kentucky; Maryland; Massachusetts; Nevada; New York; Pennsylvania; Rhode Island; South Dakota; *Testing Accommodations (Disabilities); West Virginia

This report discusses the outcomes of a study that examined the use of accommodations in state assessment by students with disabilities and explored several related factors. A survey of states indicated 12 states (Florida, Indiana, Kansas, Kentucky, Massachusetts, Maryland, Nevada, New York, Pennsylvania, Rhode Island, South Dakota, and West Virginia), collected data on the number of students with disabilities using accommodations in their state assessments. Analyses found that, in general, there is a downward trend in the percentage of students using accommodations across grades. For the 16 tests with data on percentages of students using accommodations for at least 3 grades, 11 show a downward trend in percentages across school

The 11 chapters in this text address issues concerned with identification and educational intervention with gifted students who are from culturally diverse backgrounds. Chapters have the following titles and authors: (1) "The Culturally and Linguistically Diverse School Population in the United States" (Angela Reyes-Carrasquillo); (2) "Culturally Diverse Gifted Students: A Historical Perspective" (Giselle B. Esquivel and Sara G. Nahari); (3) "Learning Styles and Creativity in Culturally Diverse Children" (Fern Sandler and Giselle B. Esquivel); (4) "Social and Emotional Characteristics of Gifted Culturally Diverse Children" (Mary Kopala); (5) "Bilingualism and Creativity" (Mario Martorell); (6) "Multicultural Issues in the Testing of Abilities and Achievement" (Robert J. Sternberg); (7) "Identifying Gifted and Creative Linguistically and Culturally Diverse Children" (Emilia C. Lopez); (8) "Educating the Culturally Diverse Child: An Integrative Approach" (Charlene M. Alexander and Melissa D. Shuman-Zarin); (9) "The Quintessential Features of Gifted Education as Seen from a Multicultural Perspective" (Ernesto M. Bernal); (10) "Parents of Gifted Culturally Diverse Youngsters" (Joan Silverstein); and (11) "Evaluation of Gifted and Talented Programs" (John C. Houtz and Susan McCann Brown). (Individual chapters contain references.) (DB)

ED 457 623 EC 308 633

Sorenson, Barbara, Comp.
Readings on Individualized Education Programs (IEPs). ERIC Mini-Bib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Mini-Bib #EB27.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Individualized Education Programs

This annotated bibliography identifies 13 readings and 7 videotapes concerned with individualized education programs (IEPs) for students with disabilities. Items include guides to IEP development, federal regulations, parent guides, and guides to IEP meetings. Listed items were published from 1997 through 2001. (DB)

ED 457 624 EC 308 634

Sorenson, Barbara, Comp.
Readings on Attention Deficit Disorder or Attention Deficit/Hyperactivity Disorder. ERIC Mini-Bib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Mini-Bib #EB11.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Attention Deficit Disorders; Child Rearing; Disability Identification; Elementary Secondary Education; Etiology; *Hyperactivity; Intervention; Teaching Methods

*Adult Programs; Adult Students; Adults; *Behavior Disorders; Emotional Disturbances; *High School Equivalency Programs; *Learning Disabilities; Secondary Education; Self Management; Student Evaluation; *Teaching Methods; Transitional Programs

Designed for new program directors, adult educators who are starting a new program, or those considering changes in existing adult education programs, this manual contains materials resulting from a four-year effort to improve adult education services, especially for persons with learning disabilities and serious emotional disturbances. The major portion of the manual provides specific information about the Proficiency Attainment Model (PAM) for adult learners, especially those preparing to take the General Educational Development (GED) tests. The mission of the PAM is to increase learners' success and improve, through learning and self-management strategies, the quality of learners' personal lives, work, and transition into the community. The PAM consists of seven program components that focus on the learner. These components include: (1) pre-enrollment; (2) orientation; (3) assessment; (4) individual prescription; (5) instruction and monitoring; (6) GED test-taking; and (7) transition to community. Materials are provided for implementing each component. The manual also includes materials for using the model in adult basic and secondary education programs as well as a suggested script that adult educators might use in their presentations. (CR)

ED 457 643 EC 308 655

Baine, David

Vector Communication Curriculum: Moderate and Severe, Multiple Disabilities.

PUB DATE- 01

NOTE- 161p.; Produced by Vector International. CD-ROM not available from ERIC.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Communication Aids (for Disabled); Computer Mediated Communication; Curriculum; Deaf Blind; Elementary Secondary Education; Hearing Aids; *Individualized Education Programs; *Interpersonal Communication; *Multiple Disabilities; *Severe Disabilities; Speech Synthesizers; Student Educational Objectives; Teacher Education

This CD-ROM disk contains a curriculum on vector communication for students with moderate and severe multiple disabilities. Section 1 discusses pragmatic communication, functional analysis of behavior, augmentative and alternative communication, including gestures and signs, use of pictures and pictographs, and low, medium, and high tech communication devices. Milieu methods for teaching communication such as modeling, mand-model, time-delay and incidental approaches are also discussed. Methods for teaching initiating, maintaining, and terminating conversations are described. There is a discussion of communication and hearing impairments describing development of speech sounds, use of hearing aids, and the Six Sound Hearing Test. Special considerations regarding communication of learners who are deafblind are also reviewed. The final part describes communication technology and computers, adaptations to improve computer access and use, and Microsoft Windows and Apple resources for people with

Implementation

This study, targeting grades four through eight, evaluates New York City's options for incorporating educational technology into classrooms within existing school facilities. The study reports on: (1) what physical configurations of educational technology can best accommodate different and evolving methods of integrating computers into the curriculum; (2) what configurations existing classrooms can support with regard to space, equipment location, and electrical power; and (3) what configurations will be most cost effective and workable with existing conditions. (GR)

ED 457 663 EF 005 497

Hoover/Crawford Area Middle School, San Diego Unified School District: Educational Specifications. Final Report .
SPONS. AGENCY- San Diego Board of Education, CA.
PUB DATE- 93
NOTE- 285p.; Prepared by DeJong & Associates, Inc. Companion document to "Future Middle Schools, San Diego Unified School District Educational Specifications."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Educational Facilities Planning; Educational Objectives; Middle Schools; Public Schools; Space Utilization; *Specifications
IDENTIFIERS- *San Diego Unified School District CA

This document presents the San Diego Unified School District's specifications for planning and designing a new middle school. Information on district parameters, a vision plan, curriculum and instruction concepts, community functions, aesthetic and flexibility considerations, and activity areas are included, as well as summaries of space requirements. Primary focus is placed on detailed descriptions of suggested spaces to be included in a middle school. Information for each space includes an area description and information on capacity, activities, space requirements, spatial relationships, furniture and equipment needs, electrical requirements, lighting, and specifications for interior structures. A summary of space requirements is included. (GR)

ED 457 664 EF 005 630

Sports Field Management Guide, September 1999.
PUB DATE- 99
NOTE- 17p.; Color photos made not reproduce clearly. Supplement to "Grounds Maintenance" and "American School & University" magazines. Produced by Intertec Publishing Corporation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletic Fields; *Guidelines; *Turf Management

This journal presents three articles on athletic facility turf management practices. Articles are as follows: "Turfgrass Choices for Athletic Fields" (Eric K. Nelson); "Fertilization:

PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Accommodations (Disabilities); Elementary Secondary Education; *Learning Disabilities; *Second Language Instruction; Second Language Learning; *Teacher Student Relationship; Teaching Methods

This paper examines the relationship between learning disabilities and language teaching based on the fact that interaction is inherent to the notion of classroom pedagogy itself. The main argument of this paper is that until a consensus is reached on how to teach a second language to a student with a learning disability, effective interactional instruction may play an essential role in ensuring success in inclusive settings for students with disabilities and differences. The three dimensions of interaction in foreign language classrooms are discussed, including results and recommendations. The conclusion provides suggestions concerning the relevance of teacher self-reflection and effective classroom management as components of any successful language teacher education program, and discusses future foreign language classroom research on learning disabled students that take into account individual learner variables, social context, and affective components of learning and teaching. (Contains 36 references.) (KFT)

ED 457 689 FL 026 911

Vivaldo-Lima, Javier; Gonzalez-Robles, Rosa O.; Castillo-Morales, Alberto
Linguistic Competence Profiles in English as a Foreign Language in Mexican University Students.
PUB DATE- 01
NOTE- 13p.; Paper presented at the European Congress of Psychology (7th, London, England, July 1-6, 2001). Research sponsored by the National Association of Institutions of Higher Education (ANUIES), Mexico. Authors are members of ANUITES Research Group 1.6.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Freshmen; Communicative Competence (Languages); Curriculum Development; *English (Second Language); Foreign Countries; Higher Education; Language Attitudes; *Linguistic Competence; National Programs; Pretests Posttests; Questionnaires; Second Language Instruction; Second Language Learning; Socioeconomic Status; Spanish
IDENTIFIERS- *Mexico

Linguistic competence in English (LCE) as a foreign language has been acknowledged as an important determinant of academic success in higher education. The purpose of this study is to determine the LCE profiles of Mexican freshman students as well as the main factors associated with differences in linguistic competence between proficient and poor speakers of English. Freshman students (n=4,690) from nine major institutions of higher learning in Mexico City participated in this study. Subjects were administered a three-band test of LCE as well as operation. The rules have changed, and new consumers have new concerns and challenges for higher education. Faculty compensation is one means an institution can use to achieve its mission, and it is a management tool academic administrators can use to meet external demands for cost control, faculty performance, and institutional quality. This report focuses on: (1) the link between the faculty compensation system and its impact on institutional mission and quality; (2) the external and internal factors affecting the amount of faculty compensation; (3) changes in absolute and relative levels of faculty compensation over time and economic factors affecting these changes; (4) the different types of compensation systems used; (5) the intellectual rationale of the two compensation systems used most often; (6) operational advantages and disadvantages of the faculty compensation systems; (7) development of an effective faculty compensation system; and (8) the types of systems recommended for different institutions. Appended are: Illustrative Criteria for Faculty Merit Awards and Evaluation Tool for Satisfactory Faculty Standards. Name and Subject Indexes are also included. (Contains 100 references and 6 tables.) (SLD)

ED 457 710   HE 034 356

Weidman, John C.; Twale, Darla J.; Stein, Elizabeth Leahy
Socialization of Graduate and Professional Students in Higher Education: A Perilous Passage? ASHE-ERIC Higher Education Report, Volume 28, Number 3. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 138p.; Published six times a year. For Numbers 1-4, see HE 034 354-357.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; Models; *Professional Education; *Socialization; *Student Adjustment

This report on the process of graduate and professional student socialization provides information that can be of use to graduate program faculty and administrators, professional associations, state legislatures, and professional licensing bodies charged with assuring clients that well qualified professional practitioners are being prepared in the nation's universities. It addresses implications of issues raised in current literature for designing more effective graduate programs. Socialization in graduate school refers to the processes through which individuals gain the knowledge, skills, and values necessary for successful entry into a professional career requiring an advanced level of specialized knowledge and skills. The first two sections, "The Professional and Socialization" and "Conceptualizing Socialization in Graduate and Professional Programs," describe the various elements of this socialization process, drawing from research on adult socialization, role acquisition, and career development. The third section, "A Framework for the Socialization of Graduate and Professional Students," presents a conceptual model of graduate and professional student socialization that assumes socialization occurs through an interactive set of stages. The fourth section, "Institutional Culture: Recurrent Themes," illustrates several changing patterns in graduate education tuition increased at varying rates. The results indicate the presence of tuition-dollar thresholds that constitute the financial tolerance level beyond which demand starts to decrease. In this study, the threshold in tuition-increase tolerance levels seemed to be around $240 for the community colleges and around $750 for the senior institution. The study also identified specific and similar levels in several educational performance indicators, suggesting that performance improves as tuition increases. The relationship between demand and performance trends is discussed. (Contains 21 figures and 11 references.) (SLD)

ED 457 731 HE 034 383

Altbach, Philip G., Ed.; Gumport, Patricia J., Ed.; Johnstone, D. Bruce, Ed.
In Defense of American Higher Education.
PUB DATE- 01
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Educational Change; Educational Quality; Educational Technology; *Higher Education

Contributors to this collection assert that radical alterations to the practices that have established and upheld the excellence of higher education in the United States must be considered carefully. They reflect on the failings of higher education, but note its many strengths. The chapters are: (1) "The American Academic Model in Comparative Perspective" (Philip G. Altbach); (2) "Higher Education as a Mature Industry" (Arthur Levine); (3) "The 'Crisis' Crisis in Higher Education: Is That a Wolf or a Pussycat at the Academy's Door?" (Robert Birnbaum and Frank Shushok, Jr.); (4) "Built To Serve: The Enduring Legacy of Public Higher Education" (Patricia J. Gumport); (5) "From Mass Higher Educating to Universal Access: The American Advantage" (Martin Trow); (6) "Higher Education and Those 'Out-of-Control Costs'" (D. Bruce Johnstone); (7) "The Liberal Arts and the Role of Elite Higher Education" (Nannerl O. Keohane); (8) "The Technological Revolution: Reflections on the Proper Role of Technology in Higher Education" (Jack M. Wilson); (9) "Academic Change and Presidential Leadership" (Richard M. Freeland); (10) "Graduate Education and Research" (Jules B. LaPidus); (11) "College Students Today: Why We Can't Leave Serendipity to Chance" (George D. Kuh); (12) "Governance: The Remarkable Ambiguity" (George Keller); and (13) "Understanding the American Academic Profession" (Martin J. Finkelstein). (Each chapter contains references.) (SLD)

ED 457 732 HE 034 385

Berger, Andrea; Kirshstein, Rita; Rowe, Elizabeth
Institutional Policies and Practices: Results from the 1999 National Study of Postsecondary Faculty (NSOPF:99), Institution Survey. Statistical Analysis Report.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 144p.; For the NSOPF:93 report, see ED 402 858.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Educational Policy; Educational

"Managing within the 'Malestrom'" (Eleanor Ramsay). (SLD)

ED 457 754 HE 034 409

Yamane, David
Student Movements for Multiculturalism: Challenging the Curricular Color Line in Higher Education.
PUB DATE- 01
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Content; *Cultural Awareness; *Curriculum; Diversity (Student); *Ethnic Studies; Ethnicity; *Graduation Requirements; Higher Education; *Multicultural Education; Racial Differences

This book explores whether courses that focus on issues such as race/ethnicity, cultural diversity, cultural pluralism, and ethnic studies should be required for bachelor's degrees. The study focuses on the American cultures breadth requirement at the University of California-Berkeley and the ethnic studies requirement at the University of Wisconsin-Madison, showing how student demands for multiculturalism in the curriculum resulted in these requirements. The chapters are: (1) "There Is No Progress without Struggle"; (2) "Challenging the Curricular Color Line at UW-Madison"; (3) "The Long March to American Cultures at UC-Berkeley"; (4) "From Process to Product: Substantive Development and Implementation of the Requirements"; (5) "Institutionalizing the Challenge: The Future of Curricular Multiculturalism"; and (6) "Multiculturalism: Closing or Opening the American Mind?" Four appendixes contain methodological notes, lists of members of committees that drafted the multicultural requirements at the two institutions, and lists of the courses satisfying the requirements at both institutions. (Contains 306 endnotes.) (SLD)

ED 457 755 HE 034 410

Miller, Michael T.
The College President's Perspective on Faculty Involvement in Governance.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Administration; College Faculty; *College Governing Councils; College Presidents; *Decision Making; Delphi Technique; Higher Education; *Participation

Faculty senates and similar units have long held a place in college and university decision making. This study was undertaken to determine how college presidents perceive faculty involvement in governance. A 3-round Delphi survey was conducted, and a total of 23 of the initial 30 college presidents completed all 3 rounds. Results suggest that presidents are not as enthusiastic about faculty governance as previously thought, but faculty involvement is valued greatly in areas such as curriculum development. Presidential ratings plainly indicate the perspective that shared governance is not an integral component of institutional decision making and management. (SLD) education in Connecticut. A summary of the 2002 operating budget shows estimated expenditures, requested funds, and the Governor's current and recommended budget amounts. The next section considers higher education spending in the state context. About 4.4% of the Governor's recommended funding is devoted to higher education. The operating budget for higher education sends a clear message of the need for fiscal restraint. The third section discusses general and operating fund expenditure trends. Even though state spending on higher education has increased, when inflation is taken into account, state support for higher education has actually eroded by just over 5% since fiscal year 1990. Section four shows comparative funding indicators. Connecticut consistently ranks low by this measure, which gauges state funding on a per state resident basis. The fifth section considers enrollment trends. Full time equivalent enrollment in Connecticut public and independent institutions passed its 1990 peal for the first time in fall 2000, reaching 112,443 students. "Position Trends," title of the sixth section provides information on higher education faculty and staff. Total positions, 16,060, have increased 25% since 1989. A section on tuition and fees charts changes in tuition at the state's public schools and provides comparisons with other states and the country as a whole. The eighth section, "Student and State Share of Costs," describes changes in the relative share of direct educational costs borne by students and the state. "Student Aid and Statutory Waivers," the ninth section, discusses certain scholarship programs and tuition waivers, such as those provided for some veterans and senior citizens. (Contains 40 tables and 60 figures.) (SLD)

ED 457 778   HE 034 437

Glenn, Amy S.
A Comparison of Distance Learning and Traditional Learning Environments.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; Computer Mediated Communication; *Distance Education; Higher Education; Internet; Political Science; Pretests Posttests

This study investigated differences between distance education and on-campus students using samples from a population of political science students. One group of 101 students was enrolled in Texas government classes taught on campus, and the other group of 101 students was enrolled in Texas government classes taught by Internet. A multiple-choice pretest was administered again as a posttest to measure student progress. A survey instrument was also used to collect student demographic data and perceptions of the course. For the pretest an independent samples t-test was used to determine whether differences in pretest performance existed between the two groups. No statistically significant differences were found in pretest performance between the groups. No statistically significant differences were found for posttest performance between the groups. Differences in survey scores for the two groups were not statistically significant. A Pearson-product moment correlation coefficient was calculated to determine the relationship between student performance and perceptions, using posttest scores and survey perceptions. The results indicate that no statistically significant relationship exists between scores and perceptions in either the on-campus group or the

Students; Higher Education; Tables (Data); *Universities
IDENTIFIERS- *City University of New York City College

This document contains information about various aspects of the City College of New York (CCNY). The first section contains a brief commentary on the information contained in "CITY FACTS" tables. The second section focuses on students, with tables describing enrollment trends and other student data for fall 1989 through fall 1999. Total student data are presented first, followed by undergraduate, graduate, and transfer student information. The third section contains data about instructional and noninstructional staff by gender and ethnicity, as well as information on budgets, revenues, and expenditures. The fourth section cites context-specific references for each table and graph in the publication. Among other information, the publication notes that the total fall 1999 enrollment of 10,571 represented a decrease of 6.9% from the previous fall. In fall 1999, 53% of CCNY students. More than half of CCNY students were full-time student, even though the number decreased by 8.4% from fall 1998. The three largest ethnic groups were Black (36.5%), Hispanic (30.2%), and Asian (14.6%). The 104 tenured full-time faculty represented a decrease from 1998, and, in 1999 44.2% of the entire faculty had part-time status. Approximately 70% of CCNY undergraduates received financial aid. From 1995-1996 to 1999-2000, the total number of financial aid awards decreased, but the dollar amount increased. (Contains 11 graphs and 48 tables.) (SLD)

ED 457 799 HE 034 466

Higher Education Counts: Accountability Measures for the New Millennium. First Report. Baseline Data Analysis. Public Act 99-285 & 00-220.
PUB DATE- 01
NOTE- 165p.; For a progress report on the development of the accountability measures and a prototype report, see HE 034 457 and 034 458 respectively.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Annual Reports; Higher Education; Institutional Characteristics; *Institutional Evaluation; *Performance Factors; State Legislation; *State Standards
IDENTIFIERS- *Connecticut

Connecticut State law requires each constituent unit of higher education to submit its first accountability report to the Connecticut Commissioner of Higher Education by January 1, 2001. The Commissioner is charged with compiling these reports. The accountability measures used were developed by the state's Higher Education Coordinating Council. This document is the inaugural accountability report for Connecticut's higher education system. It provides, for the first time, a compendium of important and timely information about the system and about every public college in Connecticut. The report presents baseline data and trend analysis results on some 91 performance measures. In most instances, 5 years of data are presented to allow the evaluation of trends. The report begins with the presentation of system-level measures. The system-level measures are followed by reports from each of the constituent units of the state higher education system. After the information for each unit, a tentative timeline of future measurement development, refinement, and reporting is included

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Ethics; Higher Education; Knowledge Representation; Learning Theories; Legal Responsibility; Performance Based Assessment; Social Influences; *Teacher Education; Technology Integration
IDENTIFIERS- *Technology Utilization

This document contains the following papers on concepts and procedures from the SITE (Society for Information Technology & Teacher Education) 2001 conference: "Using School District Standards To Develop Thematic Lessons for Electronic Portfolios" (Cindy L. Anderson and others); "Using Adobe Acrobat for Electronic Portfolio Development" (Helen C. Barrett); "Discetech: Advanced Training on Technologies and Didactic for Italian Teachers" (Mario A. Bochicchio and others); "Online Portfolios vs. Traditional Portfolios (Renee L. Cambiano and others); "Instructional Strategies for Adobe Photoshop: Developing Teacher Training that Works" (Barbara Chamberlin); "Teaching & Technology: A Natural Integration" (Carole A. Cobb and others); "An N-Dimensional Model for Digital Resources" (Charles Dickens); "Cyber Spaces and Learning Places: The Role of Technology in Inquiry" (Juli K. Dixon and Judith Johnson); "Audio on the Web: Enhance On-line Instruction with Digital Audio" (Brenda J. Gerth); "Tres Faciunt Collegium--Paderborn's Collaboration Centred Approach for New Forms of Learning" (Thorsten Hampel); "Using Student Projects To Meet the Information Needs of Teachers on the Internet" (Danielle Heyns); "Developing and Teaching a Computer-Mediated Second Language Course in Academic Reading" (Esther Klein-Wohl and Gila Haimovic); "Lessons Learned: School Based Reform and Its Impact on the Restructuring of a Teacher Preparation Program" (Jan Mastin and others); "Putting the Instructor in Charge: Component Architecture and the Design of a Course Web Site" (Punyashloke Mishra and Matthew J. Koehler); "Troubleshooting Windows" (Sharon Reynolds); "Dancing with Technology To Teach Technology" (Tweed Ross); "Development of English Department of Computer Information Systems as a Way of Worldwide Educational Integration" (Anatoly Sachenko and others); "Applying Social Learning Theory to the Teaching of Technology Skills: An Interactive Approach" (Eric A. Seemann and others); "Applying Rogerian Theory to Technology Resistant Students" (Eric Seemann and others); "Remote-Control Computing" (Mark Smith); "The Use of Instructional Technology To Enhance Teaching Outcomes on the Site and at a Distance" (Armand St-Pierre); "How On-line Collaborative Study Improve Human Cognition: A Perspective on the Evolution of Modern Education" (James T.J. Wang and others); and "Impact of Technology on Student Socialization in the Classroom" (Lamar Wilkinson and others). An abstract of the following paper is included: "The Role of Assessment in Online Instruction" (Robert J. Hall and others). Most papers contain references. (MES)

ED 457 822 IR 020 892

Fuller, Frank, Ed.; McBride, Ron, Ed.
Distance Education. SITE 2001 Section .
PUB DATE- 01
NOTE- 203p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.

Jarvis, Peter, Ed.
Twentieth Century Thinkers in Adult & Continuing Education. Second Edition.
PUB DATE- 01
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Adult Literacy; Adult Programs; Adult Students; Colleges; *Continuing Education; Corporate Education; Disadvantaged; Distance Education; Education Work Relationship; Educational Change; Educational History; Educational Objectives; Educational Psychology; *Educational Theories; Foreign Countries; General Education; Global Approach; Independent Study; Intelligence; Labor Force Development; Learning Processes; Lifelong Learning; Literacy Education; Motivation Techniques; Nonformal Education; Nontraditional Students; Open Education; Postsecondary Education;
IDENTIFIERS- Antigonish Movement; *United Kingdom; *United States

This book contains 19 papers on 20th century thinkers in adult and continuing education. The book is arranged in four parts as follows: early 20th century English thinkers; early 20th century American thinkers; theorists of adult and continuing education; and theorists of adult education and social change. The following papers are included: "Introduction: Adult Education--An Ideal for Modernity?" (Peter Jarvis); "Albert Mansbridge" (David Alfred); "Basil Yeaxlee and the Origins of Lifelong Education" (Angela Cross-Durrant); "R. H. Tawney--Patron Saint of Adult Education" (Barry Elsey); "John Dewey and Lifelong Education" (Angela Cross-Durrant); "E. L. Thorndike" (W. A. Smith); "Eduard Lindeman" (Stephen Brookfield); "Robert Peers" (Stella Parker); "Cyril O. Houle" (William S. Griffith updated by Peter Jarvis); "Malcolm S. Knowles" (Peter Jarvis); "Roby Kidd--Intellectual Voyager" (Alan M. Thomas); "K. Patricia Cross" (Carol E. Kasworm); "Chris Argyris--The Reluctant Adult Educator" (Karen E. Watkins and Jacqueline A. Wilson); "Donald Schon" (Ron Cervero); "Moses Coady and Antigonish" (John M. Crane); "Horton of Highlander" (John M. Peters and Brenda Bell); "Paulo Freire" (Peter Jarvis); "Ettore Gelpi" (Colin Griffin); "Women in Adult Education--Second Rate or Second Class?" (Mal Leicester); and "Conclusion: Adult Education at the End of the Twentieth-Century" (Peter Jarvis). (All papers include substantial bibliographies.) (MN)

ED 457 326 CE 082 318

Holzer, Harry J.; Stoll, Michael A.; Wissoker, Douglas
Job Performance and Retention among Welfare Recipients.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Urban Inst., Washington, DC.
PUB DATE- 01
NOTE- 48p.; Supported by the Assessing the New Federalism project at the Urban Institute.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Basic Skills; Blacks; Comparative Analysis; Educational Attainment; *Employee Absenteeism; Employer Attitudes; Employment Level; Employment Patterns; Employment Problems; *Entry Workers; Fringe Benefits; Hispanic Americans; Income; Interpersonal Relationship; *Job Performance; Job Skills; *Labor Turnover; *Performance Factors;

Professional Development Systems in Adult Basic Education: Lessons from the Field" (Alisa Belzer, Cassandra Drennon, Cristine Smith) examines five professional development systems in five states and considers their implications for improving the professional development of adult educators. "Adult Learning and Literacy in Canada" (Linda Shohet) explores the past, present, and future of adult literacy education in Canada. "Organizational Development and Its Implications for Adult Basic Education Programs" (Marcia Drew Hohn) traces the evolution of organizational development and experience with total quality management. "Resources on Organizational Development" (Marcia Drew Hohn) presents an annotated bibliography of 29 resources for adult literacy educators. (Most papers contain references.) (MN)

ED 457 342 CE 082 350

Nilsen, Sigurd R.
Workforce Investment Act: New Requirements Create Need for More Guidance. Statement of Sigurd R. Nilsen, Director, Education, Workforce, and Income Security Issues, before the Committee on Health, Education, Labor, and Pensions, U.S. Senate.
PUB DATE- 01
NOTE- 18p.; For the GAO "Workforce Investment Act" report, see CE 082 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Agency Cooperation; Compliance (Legal); *Employment Programs; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Job Placement; *Job Training; Labor Legislation; Program Evaluation; Program Implementation; Program Improvement; Recordkeeping; State Programs
IDENTIFIERS- *One Stop Centers; *Workforce Investment Act 1998

An evaluation was conducted to assess progress in implementing the Workforce Investment Act (WIA) of 1998 (which sought to streamline the delivery of employment and training services) during its first full year ending in June 2001. Data were gathered through contact with 12 national associations representing state and local implementers, visits to 9 one-stop centers in 6 areas in 3 states, and meetings with officials and review of documents from the 4 federal agencies that house the mandatory partner programs. The study found that state and local implementers have faced challenges during the early stages of WIA implementation because of the significant changes to the work force system that WIA introduced. Mandatory partners have wrestled with their concerns about how to participate in one-stops without adversely affecting their respective target populations, violating their own programs' rules, or straining their financial resources. Training providers have struggled to find ways to meet WIA's data collection and reporting requirements, and as a result, have reduced the course offerings they make available to WIA job seekers. Private-sector members of work force investment boards have grappled with their concerns that their input is diluted by staff and committees set up to facilitate board operations. The study recommends that the various federal agencies work together to provide more effective guidance to address the concerns raised by state and local implementers and provide more time for training providers to adjust to the data collection and reporting requirements. (KC)

Unemployment Insurance (UI) claimants likely to exhaust their UI benefits and refers them to reemployment services. An evaluation was conducted to assess the reliability of the impact estimates provided in the evaluation of the WPRS program, and to compute revised estimates of the impacts of WPRS programs if a more accurate estimation method could be identified. Data for the evaluation were gathered from the Job Search Assistance Demonstration in Florida, which, beginning in 1995, randomly assigned UI claimants to control groups or treatment groups who received training in job search techniques. The data were to be tested in two phases: In Phase I, using the regression method; and in Phase II, using variants of the matching methods used in other evaluations. The Phase I evaluation found that the linear regression model used in the WPRS evaluation produced accurate impact estimates, while the matched comparison groups tested in this evaluation produced less accurate impact estimates than the linear regression model. Based on the results of Phase I, therefore, it was decided not to proceed to Phase II of the evaluation. (Contains 10 references.) (KC)

ED 457 360   CE 082 388

Ginsburg, Kenneth R.; Forke, Christine M.; Kinsman, Sara B.; Fleegler, Eric; Grimes, Eric K.; Rosenbloom, Tamar; Schneider, John S.; Schwarz, Donald F.; Cnaan, Avital; Zhao, Huaqing; Cohen, Brian M.; Gibbs, Kathleen P.
Retention in the United States Job Corps: Analysis and Recommendations.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 00
NOTE- 209p.; Prepared by the Cragi-Dalsimer Division of Adolescent Medicine and Division of Biostatistics and Epidemiology. Prime contract to Humanitas, Inc.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Adolescent Development; Adolescents; Classroom Environment; Cultural Pluralism; Culture Conflict; Demography; Disadvantaged Youth; Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; *Dropout Research; Dropouts; *Employment Programs; Federal Programs; High Risk Students; *Job Training; Minority Groups; Program Attitudes; Program Effectiveness; Program Improvement; *School Holding Power; Stress Management; Student Motivation; Teacher Expectations of Students; Teacher Influence; *Teacher Student Relationship; Young Adults; Youth Employment
IDENTIFIERS- *Job Corps

A project used a mixed quantitative-qualitative approach, drawing from the Job Corps database and site visits at five sites, to generate knowledge that can guide policymakers and program planners as they act to increase retention in the Job Corps or similar programs. Quantitative data on 343,097 students who enrolled in Job Corps between July 1993 and December 1998 were analyzed. Of this group, 86 percent remained in the program at 30 days, and 64 percent remained at 90 days. Students were more likely to leave if they were in centers in which they were greatly in the minority by race, and younger students were much more likely to leave under negative circumstances than older students. Qualitative data showed that intrinsic unmeasured characteristics of students, such as commitment, attitude, motivation, confidence, maturity level, emotional status, willingness to change, and ability to interact with others, are

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Articulation (Education); *Community Education; Cooperative Planning; Developed Nations; *Educational Cooperation; Educational Improvement; Foreign Countries; Information Utilization; Institutional Cooperation; *Job Training; Linking Agents; Marketing; Postsecondary Education; Program Implementation; Program Improvement; *Vocational Education
IDENTIFIERS- *Australia (New South Wales); *Australia (South Australia); Educational Marketing

A study investigated linkages between adult community education (ACE) and mainstream vocational education and training (VET) in Australia, which enable people to move between the two sectors in their pursuit of vocational learning, and the ways in which linkages might be improved or new ones developed. The data from the study were derived from 69 surveys completed by ACE provider personnel; 383 surveys by ACE students, and a total of 68 interviews conducted with personnel from industry and the ACE sector in New South Wales and South Australia. The study found many strengths of ACE, including an informal and friendly learning environment; relaxed and supportive learning delivery; accommodations for diverse students; local management; flexible timetables, delivery modes, and course content; and personal interest of tutors. The study profiled existing linkages between ACE and VET and suggested the following strategies to improve them: (1) develop and improve guidelines, definitions, and procedures; (2) appoint designated linkage personnel; (3) provide training to ACE staff in pathways and linkages; (4) provide training to ACE staff in industry standards and practices; (5) collaborate and cooperate with mainstream VET; (6) structure ACE to complement mainstream VET; and (7) review existing linkages and develop new ones. Marketing strategies for ACE and VET also were developed through the study. (The report includes 23 figures, 10 tables, and 36 references. The survey instruments are appended to the report.) (KC)

ED 457 378 CE 082 418

Teese, Richard; Watson, Louise
Mapping and Tracking: Data Collections for Monitoring Post-Compulsory Education and Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 44p.; Research project undertaken by Lifelong Learning Network, University of Canberra.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Community Education; *Data Collection; Developed Nations; Education Work Relationship; *Educational Mobility; Evaluation Methods; Foreign Countries; *Information Systems; Job Training; Lifelong Learning; *National Surveys; Postsecondary Education; Recordkeeping; Research Methodology; Research Problems; Secondary Education; Statistics; Transfer Students; *Vocational Education
IDENTIFIERS- *Australia; Learning Patterns

A study was conducted to identify the capacity of existing data collections to provide nationally comparable information on cross-sectoral dimensions of student enrollment in post-compulsory education and training in Australia. Cross-sectoral support mechanisms. Local site profiles cover local context; organization and governance; communication and coordination; funding arrangements, budgeting, and fiscal issues; design of the local One-Stop Career Center initiative; implementation of local support mechanisms; delivery of One-Stop Career Center services to customers; customer response; and assessment and lessons learned. (YLB)

ED 457 394 CE 082 438

Kogan, Deborah; Dickinson, Katherine P.; Fedrau, Ruth; Midling, Michael J.; Wolff, Kristin E.
Creating Workforce Development Systems That Work: A Guide for Practitioners.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 769p.; For Final Report and Appendices, see CE 082 436-437. Some attachments may not reproduce well.
LANGUAGE- English
EDRS Price- MF05/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Agency Cooperation; Cooperative Programs; Coordination; Delivery Systems; *Economically Disadvantaged; Employers; Employment Programs; *Employment Services; Facility Guidelines; Government Role; Guides; Institutional Cooperation; *Job Training; Labor Force Development; Marketing; Partnerships in Education; *Program Implementation; Staff Development; State Government; *State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- Customer Services; Infrastructure; *One Stop Centers
This guide describes common One-Stop Career Center system-building goals and summarizes strategies used by states and local One-Stop sites to further each goal. Part I, Organizing and Governing One-Stop Systems, has these two chapters: Guiding One-Stop Systems: The State Role; and Building Local Partnerships and Governing One-Stop Systems. Part II, Building the Infrastructure to Support One-Stop Systems, includes these six chapters describing each major infrastructure system needed to support One-Stop operations: Developing Appropriate Physical Facilities; Creating an Effective One-Stop Information Infrastructure; Building Staff Capacity; Financing One-Stop Services; Marketing One-Stop Systems; and Measuring One-Stop Performance and Planning for System Improvements. Part III, Designing and Delivering One-Stop Services, addresses issues related to the essence of the One-Stop system-building initiative--how to improve the responsiveness of public work force development services to customers' needs. Two chapters are Providing Transformed One-Stop Services to Individual Customers and Providing Transformed One-Stop Services to Employers. Attachments comprising over one-half of the guide provide, for each chapter, useful examples of written materials developed by different states to support One-Stop implementation efforts. (YLB)

ED 457 395 CE 082 440

Herod, L.
Integrating Technology into Canadian Adult Literacy Programs: The Need for a Curriculum Deliberation Process.

International Education; *Lifelong Learning; *Literacy Education; Outcomes of Education; Program Effectiveness; Program Evaluation; Standards; Teacher Qualifications
IDENTIFIERS- Canada; United Kingdom; United States

National activities are underway in Canada, the United Kingdom, and the United States to extend the right to free elementary and fundamental education to adults, and to transform the many local, independently acting programs into systems of state-supported, free education for adults across the life span. This paper summarizes these activities in those three nations in these five categories: (1) scale of need, or determining how many adults are in need of adult basic skills education; (2) access to provision, or determining how many adults are aware of, have access to, and enroll in adult education and literacy education programs; (3) nature of provision, or determining the nature of the delivery system for meeting the needs of adult literacy provision, including the use of information and communication technology; (4) quality of provision, or determining the nature of and need for improved instructional quality, including teacher qualifications and establishing content and outcome standards for programs; and (5) accountability of provision, or improving methods for determining achievements of programs in terms of student learning outcomes and broader impacts for the adult, the family, the workplace, and the community. (Contains 14 references.) (KC)

ED 457 412 CE 082 486

Carpentry. FasTrak Specialization Integrated Technical and Academic Competency (ITAC). 2001 Revision.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Trades; *Carpentry; *Competence; Competency Based Education; Construction Materials; *Employment Qualifications; *Job Skills; Labor Force Development; *Occupational Information; Occupational Safety and Health; Postsecondary Education; Secondary Education; Skilled Occupations; Trade and Industrial Education

This Ohio Integrated Technical and Academic Competency (ITAC) profile provides the professional or occupational competencies deemed essential for a graduate to perform proficiently in carpentry when he or she graduates from the specialization work force development program in industrial and engineering systems. The profile includes competency lists that are the result of research and review of existing competency profile lists and includes input from industry, labor, professional organizations, professional and industrial representation, and national standards for a specific industry or profession. The profile includes an overview of carpentry as a profession, including job duties and skills, and a list of competencies and subcompetencies. The following competency areas are listed: (1) carpentry orientation and safety; (2) basic carpentry procedures; (3) layout work; (4) footings, grade beams, foundation walls, and forms; (5) floor framing; (6) wall framing; (7) ceiling and roof framing; (8) roofing; (9) exterior finish; (10) installing fire and draftstopping in school counselor education and practice. Although consistent with existing Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Association of State Directors of Teacher Education and Certification (NASDTEC) standards, they focus on competencies of individual counselors rather than content of counselor education programs. Counselor and assessment educators can use them as a guide in the development and evaluation of school counselor preparation programs, workshops, or other continuing education programs. They may also be used by school counselors to evaluate their own professional development and their need for continuing education. (JDM)

ED 457 433 CG 031 169

Gysbers, Norman C.
Assessing the Effectiveness of School Guidance Programs: Program, Personnel, and Results Evaluation.
PUB DATE- 01
NOTE- 13p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; *Guidance Programs; *Program Evaluation; *School Counselors; *School Guidance; State Standards
IDENTIFIERS- Missouri State Dept Elementary Secondary Education

Three forms of evaluation are required to fully evaluate comprehensive school guidance programs. First, the program must be reviewed using program standards, evidence, and documentation to establish that a written guidance program exists in a school district and that the written program matches the implemented program. Second, guidance program personnel need job descriptions derived directly from the program so that evaluation forms can be developed and used for formative and summative personnel evaluation. Third, results evaluation that focuses on the impact of the guidance and counseling activities in the guidance curriculum; individual planning; responsive services; and system-support components of a comprehensive guidance program is necessary. This document reports that 20 years of research show positive effects of guidance counseling on students' academic achievement. A set of standards is included for professional school counselor evaluations issued by the Missouri Department of Elementary and Secondary Education. Illustrations of immediate and intermediate results evaluation using the structure of the Missouri Comprehensive Guidance Program are presented. (Contains 16 references.) (JDM)

ED 457 434 CG 031 170

Ekstrom, Ruth B.
Equity Issues in the Assessment of Individuals with Visual or Hearing Impairments.
PUB DATE- 01
NOTE- 10p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Accommodations (Disabilities); Civil Rights

social skills, and a sense of self. Many gay and lesbian adults have noted that they were aware of their attraction to members of the same sex as early as five- and six-years-old. Reactions they received from parents and others often added to their stress. Following a description of the Diagnostic Statistical Manual of Mental Disorders IV diagnosis of Gender Identity Disorder, this paper offers helping professionals information on counseling families and adults about Gender Identity Disorder. Therapeutic strategies used for treating children can include family therapy, psychotherapy, parental counseling, and behavior therapy. Being a caring and nonjudgmental helping professional can aid in building a support system for the child or adolescent, which is desperately needed during the time they are trying to figure out who they are. Sensitivity and awareness are the two greatest assets the counselor can have when working with these clients. (JDM)

ED 457 457 CG 031 227

Moore, Penelope J.; Hazell, LaVone V.; Honeyghan, Edna M.
A Profile of Bereavement Supports in African American Church Congregations.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Death Education and Counseling (23rd, Toronto, Canada, March 28-April 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bereavement; *Blacks; *Church Role; Churches; *Clergy; Counseling; Hospices (Terminal Care); *Outreach Programs; Social Support Groups

Bereavement educators, counselors, clergy, and other specialists have observed that African Americans tend to under-utilize end-of-life palliative care services and general bereavement resources. The literature suggests that involving clergy in outreach to the African American community may be a viable strategy for developing bereavement supports. This paper looks at seven questions that can facilitate the process of engaging care and shares insights from a minister, two bereavement counselors, and two educators who are involved in church-based ministries with African Americans. The questions include: (1) what types of services are available in African American churches; (2) who can provide bereavement services; (3) when should they be offered; (4) where can they be provided; (5) how can they be instituted; (6) why is the church an important provider; and (7) what can a provider expect when taking on bereavement services. It suggests that it is important for counselors to develop skills to supplement and support the bereavement needs of the African American church as it seeks to broaden death and dying services to the community. (JDM)

ED 457 458 CG 031 228

Conboy, Arlene Marchese; Moore, Penelope J.
AIDS Bereavement Support Group: A Qualitative Analysis of Training Transcripts.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Death Education and Counseling (21st, San Antonio, TX, March 11-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

MD.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; Grade 10; Grade 12; Grade 8; *Illegal Drug Use; *Longitudinal Studies; *Research Design; *Research Methodology; Secondary Education; Secondary School Students; Sociocultural Patterns; *Substance Abuse; Trend Analysis; Validity
IDENTIFIERS- *Monitoring the Future

This occasional paper updates and extends earlier papers in the Monitoring the Future project. It provides a detailed description of the project's design, including sampling design; data collection procedures; measurement content; and questionnaire format. It attempts to include sufficient information for others who wish to evaluate the results, to replicate aspects of the study, or to analyze data that is archived. Although there have been additions to the study design and procedures, the basic study design described in a 1978 paper has remained constant in its fundamental characteristics, which is considered the key condition for its ability to successfully measure change. Following an introduction and overview, this paper presents the scope, purposes, and rationale for the nationwide sampling of 8th, 10th, and 12th grade students. In the measures section, an overview is presented of the conceptual framework of the study, the outline of questionnaire content, the questionnaire organization, and the consent and format of the 8th and 10th grade questionnaires. Sampling and data collection procedures are included in the next section, which is followed by the representativeness and validity. (Contains 2 tables, 3 figures, and 106 references.) (JDM)

ED 457 480 CG 031 261

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Monitoring the Future National Results on Adolescent Drug Use: Overview of Key Findings, 2000.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 01
NOTE- 76p.; Written by the Monitoring the Future project. For the 1999 report, see ED 443 066.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Cocaine; Crack; Drinking; Drug Use; Grade 10; Grade 12; Grade 8; Heroin; *Illegal Drug Use; *Longitudinal Studies; Lysergic Acid Diethylamide; Marijuana; Peer Influence; Secondary Education; Secondary School Students; Sedatives; Sex Differences; Smoking; Sociocultural Patterns; *Substance Abuse; Trend Analysis
IDENTIFIERS- Amphetamines; Inhalants; *Monitoring the Future; Risk Taking Behavior; Smokeless Tobacco; Steroids

This publication presents an overview of the 2000 survey of 8th, 10th, and 12th grade students, with a particular emphasis on recent trends in the use of various licit and illicit drugs. It also shows trends in the levels of perceived risk and personal disapproval associated with each drug, which this study has shown to be particularly important in explaining trends in use. The first section presents trends in the overall proportions of

Prevention of School-Based Violence: A Developmental Risk and Resilience Model for School Psychologists" (Rebecca Bell). (Contains 302 references.) (JDM)

ED 457 501 CG 031 287

Tryon, Georgiana Shick; Soffer, Alison; Winograd, Greta
Relationship of Social Skills, Depression, and Anxiety in Adolescents.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Anxiety; Attitude Measures; Dating (Social); Depression (Psychology); *High School Students; High Schools; *Interpersonal Competence; Time Management
IDENTIFIERS- Revised Childrens Manifest Anxiety Scale; Social Skills Rating System

This study was conducted to determine the relationship between self-reported social skills, anxiety, and depression in adolescents. Participants were 97 students from a private high school in New York City. They were administered the Reynolds Adolescent Depression Scale (RADS), the Social Skills Rating System-Study Form (SSRS-S), and the Revised Children's Manifest Anxiety Scale (RCMAS). Twelve of the SSRS-S items were significantly negatively related to both RADS and RCMAS ratings. The results indicated that depressive and anxious symptomatology was related to poorer social skills in adolescent high school students. Social skills training in anger management, dating behaviors, and time management were suggested as ways to reduce anxiety symptoms. (JDM)

ED 457 502 CG 031 288

Liem, Joan H.; Dillon, Colleen O'Neill; Gore, Susan
Mental Health Consequences Associated with Dropping out of High School.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Depression (Psychology); *Dropouts; *Family Relationship; *High School Students; High Schools; *Mental Health; Parent Child Relationship; *Parent Participation; *Self Esteem

This study examines the mental health consequences of dropping out of high school. It looks at levels of depression, anxiety, and self esteem reported by high school dropouts and graduates during the adolescent to young adult transition. It examines the extent to which family structure and family processes (parental support and transition specific help), as well as adolescent openness to parental support improved the prediction of mental health outcomes at the high school transition and two years later. The study found that young people who drop out of high schools are more likely to be depressed than high school graduates in their early adult years. Failure to find koan exercises, Elbow steers writers along the path to "real voice," and if "real voice" is the koan at the center of writing, then "good teaching" is the koan at the center of the writing teacher's profession. The paper concludes that a Zen student lives by his or her koan, a writer writes, and a teacher teaches. (NKA)

ED 457 524 CS 217 727

Ngeow, Karen; Kong, Yoon-San
Learning To Learn: Preparing Teachers and Students for Problem-Based Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC Digest D163.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Active Learning; *Cooperative Learning; *Critical Thinking; Higher Education; *Problem Based Learning; *Scaffolding (Teaching Technique); Secondary Education; *Thinking Skills
IDENTIFIERS- ERIC Digests; Self Direction

Problem-based learning (PBL) is an educational approach that challenges students to "learn to learn"--students work cooperatively in groups to seek solutions to real-world problems and, more importantly, to develop skills to become self-directed learners. PBL is unique in its integral emphasis on core content along with problem solving. Within the context of reading in the PBL classroom, learning thus becomes much more than the process of mere knowledge seeking. Students develop critical thinking abilities by constantly relating what they read to what they want to do with the information. This digest discusses some of the challenges in learning that students face, and identifies Web resources that teachers can use to support student learning. The digest considers scaffolding, cooperative learning skills, inquiry skills, reflection skills, and assessment, all within the context of "learning to learn." (NKA)

ED 457 525 CS 217 756

Lu, Mei-Yu
Children's Literature in a Time of National Tragedy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; ERIC Digest D165.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Literature; *Counseling; *Crisis Management; Cultural Awareness; Cultural Differences; Elementary Education; *Parent Child Relationship
IDENTIFIERS- ERIC Digests; Multicultural Literature; *September 11th Attacks

This digest is intended to guide parents and teachers in helping children deal with the attacks of September 11, 2001 through the use of literature. It begins with suggestions, guidelines, people in the position. An appendix explains sampling procedures, instructions to respondents, followup efforts for those districts not responding, and procedures for salary data given in some other format. A glossary of terms and suggested additional resources are also provided. (AUTHOR/RKJ)

ED 457 546 EA 031 273

Using Data To Bring about Positive Results in School Improvement Efforts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 47p.; This tutorial has been adapted from the work of Judy Sargent. "Based on NCREL's Toolbelt Tutorial" (http://www.ncrel.org/toolbelt).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Instructional Effectiveness; Instructional Innovation; Models; Research Tools; Theory Practice Relationship
IDENTIFIERS- North Central Regional Educational Laboratory

This is a guide for integrating data into the school-improvement process. It offers ways to use data to guide administrative and educational decision-making concerning instruction, curriculum, and programming. For those who are not statisticians, the guide can help in using and understanding data. It is based on the North Central Regional Educational Laboratory's Toolbelt Tutorial Web site. How to use data to define problems and needs, how to select improvement strategies and goals, how to initiate change, and how to evaluate students' progress are explained. School-improvement processes are cyclical and continuous with four major activities: developing a plan, implementing the plan, evaluating the impact using specific criteria, and adjusting strategies to better meet criteria. These efforts are best taken collaboratively and reflectively. Educators must provide learning environments that are meaningful and engaging and then must reflect on the quality of their efforts, focusing on ways to make them better. Eight steps are taken in this process: (1) Leadership teams must be developed; (2) Data must be collected and organized; (3) Data must be analyzed for patterns; (4) Hypotheses must be posed for these patterns; (5) Then improvement goals must be set; (6) Specific strategies must be designed; (7) Evaluation criteria must be defined; and (8) the school must make a commitment to implement specific strategies, apply criteria to evaluate attainment of goals, and adjust strategies as necessary to better meet evaluation criteria. (Contains 4 references.) (RKJ)

ED 457 547 EA 031 274

Thompson, David P.; Hartmeister, Fredric J.
School Officials and the Courts: Update 2001. ERS Monograph.
PUB DATE- 01
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education;

have met open resistance from teacher unions such as the National Education Association and the American Federation of Teachers. Reasons for this opposition may include the reshaping of education's culture of accountability to conform with stricter, more rigorous standards, and the threat of undermining educator job security. Actions taken by opponents of outsourcing to maintain the status quo include publishing anti-privatization materials, stopping city plans to turn over management of troubled schools to an educational management company, and stopping state legislation endorsing charter schools. Many parents, communities, and opinion leaders, however, are dissatisfied and angry with the slow pace of educational improvement. In 1990, the Association of Educators in Private Practice was founded to network and support private-practice teachers and private professionals in the teaching field. Although members' operations vary, they share a common perspective: keep a low profile, stay out of the political limelight, and let bigger educational management organizations open districts' doors and fight the battles pitched by hostile interests. (RT)

ED 457 567 EA 031 316

Bauer, David G.
The Principal's Guide to Winning Grants.
PUB DATE- 99
NOTE- 253p.; Revised edition of "The Principal's Guide to Grants Success" (1994) published by Scholastic Inc.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; Administrator Role; Elementary Secondary Education; Fund Raising; *Grants; *Grantsmanship; Philanthropic Foundations; Private Schools; Program Development; *Program Proposals; Public Schools; School Funds

This book is intended to assist principals of public and private P-12 schools in developing and maintaining a grants system that uses grant funds to meet their schools' mission. Its aim is to describe the basic elements of successful grant-seeking. The following 13 topics are treated in their own chapters: (1) "The Principal's Role in Supporting Grantseeking"; (2) "Setting Up a Proactive Grants System in Your School"; (3) "Getting Ready: Assessing Needs, Establishing Goals, and Developing Solutions"; (4) "The Grants Marketplace: What a Principal Needs to Know"; (5) "Find the Best Funders: Matching Projects to Grantors"; (6) "Strategies for Contacting Prospective Grantors"; (7) "Putting the Proposal Together: Developing a Strategy, Plan, and Budget"; (8) "Preparing Federal Grant Proposals for Your School"; (9) "Improving and Submitting Your School's Federal Grant Proposal"; (10) "Developing Foundation and Corporate Grants Support for Your School"; (11) "Improving and Submitting Your School's Foundation/Corporate Proposal"; (12) "The Decision: Contacting Grantors and Dealing with Success/Rejection"; and (13) "The Principal's Role in Administering Grant Funds." Each chapter ends with a checklist to evaluate and improve the system of developing grants. The book contains 3 figures, 68 exhibits, and 10 tables. The bibliography contains lists of government grant resources, foundation grant resources, international revenue service center regional offices, corporate grant resources, and done to improve student achievement at schools through accountability? What approaches are states using in the development of school-ratings systems? What are the essential characteristics of effective school ratings? What are states doing to assist low-performing schools? What assistance strategies lead to improvement at low-performing schools? and What can states do to ensure effective accountability, ratings systems, and improvements in low-performing schools? (DFR)

ED 457 586   EA 031 338

Edmonds, Rick
A Perspective--Educational Goals and Changes, 1988-2010. Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; College Attendance; College Preparation; Educational Change; *Educational Development; *Educational Trends; Elementary Secondary Education; *Enrollment; Enrollment Rate; *Enrollment Trends; Hispanic Americans; Minority Groups; *Population Distribution; Public Schools

In 1988 the Southern Regional Education Board (SREB) Commission for Educational Quality produced a separate study of trends in population, education, and employment, looking ahead to the year 2000. The SREB Challenge 2000 goals have been the subject of detailed benchmark reports semi-annually since. This year, there are 12 reports in the Educational Benchmarks 2000 series. This paper turns attention back to the trends in discussing the following points: (1) What was thought in 1988 about the trends in the 12 years leading to 2000? (2) What actually happened as predicted and what did not? (3) How can the differences, accomplishments, and continuing challenges be explained? (4) Looking ahead to the year 2010-more of the same or some differences? and (5) Some thoughts for policymakers on thinking differently about goals for the future-What we know we can expect and what is less predictable? The SRE Trends report in 1988 predicted strong population growth-almost 15 percent to more than 92 million for the region by 2000. Population in the South did grow and it grew a lot faster than expected. Public-school enrollment also grew much faster than projected. Public-school enrollment growth is shifting presently from elementary grades to middle and high school grades. However, between 2005 and 2009, the SREB region in fact can expect a very slight decline of 0.3 percent. Only Georgia and Texas are showing any growth in school enrollment. Data are given for projected job growth by level of education required, in the United States between 1998 and 2008. (DFR)

ED 457 587   EA 031 340

Fowler, William J., Jr., Ed.
Selected Papers in School Finance, 2000-01.
PUB DATE- 01
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Budgeting; Cost Effectiveness; Educational Change; *Educational Finance; Elementary Secondary Education; Geographic Location; Government Publications; *Inflation

levels; 2 additional ones show a downward trend from elementary to middle school but minimal differences between middle and high school. Thus, a downward trend either across 2 or 3 of the 3 school levels is evident in over 95 percent of the possible comparisons. The extremely variable rates in accommodations use (8-82 percent) indicated that in some states more accommodations are being used than in others. The use of specific accommodations is discussed, and the need for better methods of recording accommodations use is emphasized. (Contains 32 references.) (CR)

ED 457 605 EC 308 611

Fossey, Myrtis-Eirene; Fichten, Catherine S.; Barile, Maria; Asuncion, Jennison V.
Computer Technologies for Postsecondary Students with Disabilities. Adaptech Project = Technologies Informatiques pour les Etudiants ayant des Incapacites au Postsecondaire. Project Adaptech.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- f terms. (Contains 66 tables and 19 figures.)
(MLF)
(R
DESCRIPTORS- Academic Accommodations (Disabilities); *Assistive Devices (for Disabled); College Students; *Computers; *Disabilities; Federal Aid; *Financial Support; Hearing Impairments; Higher Education; *Knowledge Level; Learning Disabilities; Physical Disabilities; *Student Attitudes; Surveys; Visual Impairments
IDENTIFIERS- Canada

In 1999, a survey was conducted of almost 800 university students with different disabilities across Canada to investigate what computer equipment students used and wanted, how they financed their computer technologies, and why they failed to take advantage of government subsidy programs. Results from the survey indicate many students did not know about the types of computer technologies that could be helpful to them or about available subsidy programs. This English/French language guide is designed to provide information about the types of computer technologies and financial aid that exist. It begins by describing specific findings from the survey that found 41 percent of students needed special adaptations to use a computer effectively, but that only a little more than half of them actually used the accommodations. When asked why they did not use needed adaptations, the overwhelming response was that those cost too much to buy and maintain. The guide lists funding sources for adaptive, computer, and information technologies and then describes the types of computer technologies which students with different disabilities found helpful. Adaptations are provided for students who are blind, have low vision, have hearing impairments, have learning disabilities, and who have mobility impairments. (CR)

ED 457 606 EC 308 612

Implementing IDEA: A Guide for Principals.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 79p.; Produced by Warger, Eavy & Associates. ILIAD (IDEA Local Implementation by Local Administrators Partnership)

This annotated bibliography identifies 17 readings, 3 videotapes, and 8 children's books concerned with attention deficit disorder or attention deficit/hyperactivity disorder. Items include guides for parents, teachers, and students; analyses of issues in the field; practical teaching guides; investigations into etiology; and resource guides. Listed items were published from 1995 through 2000. (DB)

ED 457 625   EC 308 635

Improving Family Involvement in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Council for Exceptional Children, Reston, VA.
PUB DATE- 01
NOTE- 10p.; Published biannually. Theme issue. Developed by Warger, Eavy & Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Parent School Relationship; Research Utilization; *Special Education; Theory Practice Relationship

A review of research supported by the Department of Education's Office of Special Education Programs (OSEP) focuses on practical applications of research findings on family involvement in special education. The findings identify how family life can be utilized as a source of children's learning opportunities, concluding with four suggested procedures: a schedule for reminding parents to involve their children in learning activities; a matrix for focusing on the child's behaviors in different learning activities; parent responsiveness to desired child behavior as a teaching method; and family and community activities as learning opportunities on a child's Individualized Family Service Plan or Individualized Education Program. The findings also indicate that cultural reciprocity can aid collaboration with families with a recommended four-step recursive cultural reciprocity process. Other research indicates how families can be helped to deal with stress through early entry into the service system, provision of translators when needed, and access to information. The publication also summarizes the work of several OSEP supported organizations that specialize in providing support services and information to families of children with disabilities. These include the Parent Advocacy Coalition for Educational Rights (PACER) Center, the Federation of Families for Children's Mental Health (FFCMH), and the National Information Center for Children and Youth with Disabilities (NICHCY). (DB)

ED 457 626   EC 308 636

Foreman, Michael L.; Jefferson, Tricia; de La Viez, Barbara; Park, Jenny Kim; Reilly, Peter; Quarterman, Bernard
Sharing the Dream: Is the ADA Accommodating All? A Report on the Americans with Disabilities Act.
PUB DATE- 00
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; Civil Rights; *Civil Rights Legislation; Compliance (Legal); Court Litigation;

disabilities. Section 2 provides an extensive list of task-analyzed learning indicators in various areas of communication performance. These behaviorally defined indicators provide explicit statements of learning outcomes that are designed to be useful in developing Individualized Education Programs. The curriculum may be opened on Microsoft Windows or Mac OS platforms using Adobe Acrobat Readers. Two versions of Acrobat Reader are stored on the disk. (CR)

ED 457 644 EC 308 656

Owens, Katharine D.; Welton, Evonn N.
Project "Getting Up to Spe-ed": Preliminary Findings.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Attitudes toward Disabilities; Course Content; *Disabilities; Educational Practices; Elementary Secondary Education; *Faculty Development; *Inclusive Schools; Postsecondary Education; *Preservice Teacher Education; Teacher Education Programs; Teacher Workshops; *Teaching Methods

This report discusses preliminary findings of Project "Getting Up to Spe-ed", a project designed to ensure undergraduate education students are well versed in inclusionary practices and endowed with the skills necessary to make appropriate modifications, to inform undergraduate faculty of the latest rules/regulations and trends regarding students with disabilities, and to revise undergraduate core courses and courses in teaching methods to include techniques to modify instructional and assessment strategies for students with disabilities. To meet these goals, a 2-day workshop was provided for faculty involved in the training of preservice teachers. The workshops focused on current information regarding special education policies and teaching assessment strategies effective for students with disabilities included in the regular classrooms. During the workshop, revisions to existing core courses and methods courses to reflect the workshop themes took place. At the end of the fall term, students enrolled in the teacher-education courses were given the attitude toward inclusion instrument to determine changes in overall attitudes following the faculty enhancement workshop and course revisions. Results of analysis to date indicate the longer students are enrolled in the elementary education program, the more positive are their attitudes toward including special education students in regular classes. (Contains 12 references.) (CR)

ED 457 645 EC 308 657

Webster, Raymond E.
Processing Patterns of ADHD, ADHD-I, and ADHD/LD Children on the LET-II.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (33rd, Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Attention Span;

Maximizing Performance of High-Traffic Turf" (John C. Stier); and "Tips for Sports Turf-Managers" (Gil Landry). (GR)

ED 457 665 EF 005 655

Nicklas, Michael; Bailey, Gary; Padia, Harshad D.; Malin, Nadav
Texas Sustainable School Design Guideline.
PUB DATE- 99
NOTE- 109p.; Produced by Innovative Design, Inc., Padia Consulting, Inc., and E Build, Inc. Funded by the State Energy Conservation Office of the Texas General Services Commission. Prepared in conjunction with work on a new sustainable elementary school for the McKinney Independent School District. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Elementary Secondary Education; *Energy Conservation; Guidelines; Landscaping; *School Construction; Site Selection; *Sustainable Development
IDENTIFIERS- Cost Containment; *Texas

This guide offers a detailed listing of the key practices and technologies that can help create a sustainable school. The document includes hundreds of cost-effective recommendations that can improve the energy performance and environmental quality of school designs. Each design and construction phase is addressed, from site selection through commissioning. Each phase is further divided into some or all of the following fourteen areas, which apply to each phase: general considerations; site planning and landscape design; daylighting; energy efficient building shells; solar systems; energy efficient lighting and electrical systems; energy efficient mechanical and ventilation systems; environmentally sensitive building products and systems; indoor air quality; water conservation; recycling systems and waste management; transportation; commissioning and maintenance; and ecological education. (GR)

ED 457 666 EF 005 657

Maxwell, Lorraine E.
Designing Child Care Settings: A Child-Centered Approach. Children's Environments Series.
PUB DATE- 98
NOTE- 110p.; Reviewed by Doreen Greenstein. Prepared as part of the Facilities Planning and Management Outreach and Extension Program of the Department of Design and Environmental Analysis, College of Human Ecology.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care Centers; *Design Requirements; Early Childhood Education; *Facility Guidelines

This four-part manual assists child care providers working in day care centers, Head Start Centers, or nursery schools to design the physical space of both indoor and outdoor settings for infants, toddlers, preschoolers, and younger school-aged children. Part 1 stresses the importance of the physical environment in the child care setting. Part 2 addresses a questionnaire on previous education in foreign languages. Differential profiles in LCE were obtained for the institutions under study, associated with type of institution (public or private) and with factors related to type of previous L2 education received during primary, secondary, and high school. Significant correlations among LCE, academic achievement, and self-perceived skill development in the second language were found. A significant correlation between socioeconomic factors of students and LCE was revealed. The existence of significant differences in LCE profiles for institutions under study makes evident the importance of revising curricula of foreign language education in Mexico. (Contains 1 reference) (KFT)

ED 457 690 FL 026 913

Wei, Yong
Teaching Collocations for Productive Vocabulary Development.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Error Patterns; Expressive Language; Language Patterns; *Second Language Instruction; Second Language Learning; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Lexical Collocation

One important but undervalued aspect of productive vocabulary is collocation--the ways in which words are combined with one another. To move from receptive to productive vocabulary, students need to learn a wide variety of ways that words collocate with each other. This paper describes the major types of collocations, typical collocational errors made by English-as-a- Second-Language (ESL) students in their learning process, and the teaching applications. Major topics covered include the following: vocabulary instruction and collocation; what is collocation; the arbitrary nature of collocation; pervasiveness of collocations; differences over collocation among linguists; a practical approach for classroom use; ESL students' errors that are related to collocation; how to teach collocations. The four attached appendices include a two week-long lessons of collocations, a 4-week vocabulary list, and a scoring sheet. (Contains 27 references.) (KFT)

ED 457 691 FL 026 914

Swierzbin, Bonnie; Liu, Kristin; Thurlow, Martha
Initial Perceptions of English as a Second Language Educators on Including Students with Limited English Proficiency in Minnesota's High Standards. State Assessment Series, Minnesota Report 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *English (Second Language); Immigrants; Interviews; *Language

that are exerting pressure for reform. The fifth section, "Institutional Culture and Socialization: Differences among Academic Programs," contrasts socialization processes across academic program goals, faculty expectations, and student peer culture. The final section, "Easing the Perilous Passage," discusses modifying the graduate degree program and faculty and administrator roles, increasing diversity, and offering support to students. (Contains 197 references.) (SLD)

ED 457 711 HE 034 357

Kezar, Adrianna J.
Understanding and Facilitating Organizational Change in the 21st Century: Recent Research and Conceptualizations. ASHE-ERIC Higher Education Report, Volume 28, Number 4. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 183p.; Published six times a year. For Numbers 1-3, see HE 034 354-356.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Research; *Higher Education; *Organizational Change; Synthesis

A critical synthesis of research literature on the process of organizational change at the institutional level is needed because higher education is being asked to respond to an ever-changing environment. This book focuses on providing key insights into the change process by presenting a common language for organizational change, describing the multidisciplinary research base on change, and highlighting the distinct characteristics of higher education institutions and how such characteristics might influence the change process. The book also reviews models and concepts of organizational change derived within higher education, comparing and contrasting different approaches. It also provides principles for change based on a synthesis of the research within higher education. Six typologies of the change process are presented. Name and subject indexes are included. (Contains 280 references.) (SLD)

ED 457 712 HE 034 358

Rosenthal, Dan; Gottesman, Robert
An Internet-Based Summer Student Survey. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Data Collection; Higher Education; *Internet; Research Methodology; *Student Motivation; Student Surveys; *Summer Schools

A five-question Web-based summer school survey was designed to measure student motivation for taking summer classes. Web technology has several advantages, such as no printing, electronic notification, high student access potential, and

Practices; Full Time Faculty; Higher Education; Part Time
Faculty; Surveys; Teacher Evaluation; *Teacher Salaries
IDENTIFIERS- *National Study of Postsecondary Faculty

This report presents findings from the "Institution Survey" of the 1999 National Study of Postsecondary Faculty (NSOPF). Institutions were asked about their policies and practices related to faculty as of fall 1998. The distribution of faculty across U.S. degree-granting postsecondary institutions reflects the diversity of postsecondary education in the United States. A large proportion of all faculty, about two-fifths, worked part time, and at two-year institutions, almost two-thirds of the faculty held part-time appointments. Full-time faculty were responsible for teaching most of the undergraduate credit hours (71%), and public research institutions assigned more undergraduate credit hours to teaching assistance than any other institution type (14%). Survey results indicate that most institutions have policies for evaluating the quality of faculty instruction, and most institutions had tenure systems in place in fall 1998. As of fall 1998, 48% of all faculty had tenure at their institutions, and 19% of the remaining faculty were on tenure track. About two-fifths of institutions experienced average growth of 20% in the size of their faculty, and other two-fifths experienced no change in the number of full-time faculty from fall 1993 to fall 1998. Survey results also show that, as part of compensation packages, institutions supported a variety of benefits for their faculty in fall 1998. Many institutions provided benefits for part-time faculty, but in almost every case, the benefit was less commonly offered to part-time faculty, or the eligibility requirements were more stringent. The final chapter summarizes the characteristics of institutions of higher education by the type of institution. Three appendixes contain technical notes, a glossary, and standard error tables. (Contains 17 figures and 38 tables.) (SLD)

ED 457 733 HE 034 386

Fiscal Management Training. Participant's Guide.
PUB DATE- 01
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Educational Administration; *Educational Finance; *Federal Aid; Federal Legislation; Higher Education; *Student Financial Aid; *Training
IDENTIFIERS- *Higher Education Act Title IV

This document is the participant's guide for fiscal management training for administrators managing an institution's Title IV program funds. The workshop is designed to prepare participants to understand an institution's responsibilities with regard to Title IV. It describes the recordkeeping requirements of the Title IV program and the accounting procedures that facilitate reconciliation and reporting. Required reports are described, as are the cash management regulations. Participants also learn how to draw down, manage, and return Title IV program funds. The agenda for the 2-day training workshop is outlined, and objectives are specified for each training session. The guide also lists resources for Title IV program fund managers. (SLD)

ED 457 734 HE 034 387

ED 457 756 HE 034 411

Federal School Code List, 2002-2003.
PUB DATE- 01
NOTE- 164p.; For the 2001-2002 Code List, see ED 446 591. The Federal School Code List is published once a year, and includes schools that are participating at the time of printing.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Coding; *College Applicants; *Colleges; Higher Education; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

This list contains the unique codes assigned by the U.S. Department of Education to all postsecondary schools participating in the Title IV student aid programs. The list is organized by state and alphabetically by school within each state. Students use these codes to apply for financial aid on Free Application for Federal Student Aid (FAFSA) forms or on the Web, entering the name of the school and its Federal School Code for schools that should receive their information. The list includes schools in the United States and selected foreign schools. (SLD)

ED 457 757 HE 034 412

Creech, Joseph D.
Reporting on College Readiness: Information That Connects Colleges and Schools. College Readiness Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Freshmen; College Preparation; *High School Graduates; High Schools; Higher Education; Information Dissemination; *School Readiness
IDENTIFIERS- Southern Regional Education Board

Most colleges and high schools in states served by the Southern Regional Education Board (SREB) have reports each year on how high school graduates perform as college freshmen. These reports can help college faculty and high school teachers work together to improve student learning in college preparatory courses, and the information in the reports can help students and parents see the value of coursework preparing students for college. SREB states differ in their method of gathering and reporting information, the kind of information they report, and the level of detail in the reports. The systems do have some things in common. Most reports show how many high school graduates enroll in college and how the college attendance patterns of graduates from one high school compare with those of graduates from other schools statewide. Reports also indicate how well high school graduates are prepared and how many have advanced standing or need remedial work. Schools can sue the information to strengthen connections between high schools and colleges and to increase awareness of what students should know and be able to do. This paper describes several examples of the kinds of reports states provide, focusing on the program in Oklahoma, which goes beyond basic reporting to connect planning and academic and career guidance with instructional support for students and professional development

Internet group. (Contains 5 tables and 20 references.) (SLD)

ED 457 779 HE 034 438

Malone, Bobby G.; Nelson, Jacquelyn S.; Nelson, C. Van
An Analysis of the Factors Contributing to the Completion and Attrition Rates of Doctoral Students in Educational Administration.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001). For a related discussion of the same study, see HE 034 414.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Doctoral Degrees; Doctoral Programs; *Educational Administration; *Graduate Students; Graduate Study; Higher Education; Prediction; *School Holding Power

This study sought to examine the factors, both quantitative and qualitative, that may predict the doctoral students in the field of educational administration who will be most likely to persist to degree conferral. The study was conducted in two phases. First, a survey instrument was administered to 152 doctoral students who began a program of study during the years 1986 to 2000 at a medium-sized Midwestern university to assess their perceptions of the reasons for success (graduation) or nonsuccess. In the second phase, various independent variables, e.g., Graduate Record Examination (GRE) scores, age, undergraduate grade point average (GPA), master's degree GPA, type of institution from which baccalaureate and master's degrees were earned, undergraduate major, graduate major, and completion of the Specialist in Education degree, were subjected to regression analysis to determine which factors or combinations of factors best predicted program completion. Results show minimal differences in graduate GPA and age between the graduated and not graduated group. GRE scores showed differences, especially by gender. Students who held undergraduate degrees from baccalaureate institutions had the highest graduate rate. These same students held master's degrees from research institutions. An appendix contains the study survey. (Contains 9 tables and 30 references.) (SLD)

ED 457 780 HE 034 439

Fincher, Cameron
Assessment Uses of the SAT in the University System of Georgia. IHE Perspectives.
PUB DATE- 00
NOTE- 8p.; Reprint of a paper presented at the Annual Meeting of the International Association for Educational Assessment (11th, Oxford, England, June 27-July 2, 1985). Published six times a year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission (School); *College Entrance Examinations; College Students; Educational Assessment; Higher Education; Prediction; Student Placement;

in Attachment A. Attachment B lists the members of the Performance Measures Task Force. (Contains 73 tables and 96 figures.) (SLD)

ED 457 800 HE 034 465

Race, Phil
The Lecturer's Toolkit: A Resource for Developing Learning, Teaching & Assessment. Second Edition.
PUB DATE- 01
NOTE- 253p.; Published by Kogan Page Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Faculty; Higher Education; *Instructional Effectiveness; *Learning; Lecture Method; *Professional Development; *Student Evaluation

This "toolkit" ring binder is designed to help teachers develop their professional practice in higher education and to enhance their instruction and assessment. A smaller bound version of this second edition is designed to be used by individual lecturers as their personal copy; it contains fewer tasks and activities. The chapters are: (1) "Learning--A Natural Human Process"; (2) "Designing Assessment and Feedback To Enhance Learning"; (3) "Refreshing Your Lecturing"; (4) "Making Small-Group Teaching Work"; (5) "Resource-Based Learning"; and (6) "Looking after Yourself." (Contains 82 references.) (SLD)

ED 457 801 HE 034 466

Nelson, Stephen James
Leaders in the Crucible: The Moral Voice of College Presidents.
PUB DATE- 00
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *College Presidents; Ethics; Higher Education; *Instructional Leadership; *Moral Values

The stories about college presidents in this volume are intended to support the presumption that moral leadership is a fundamental criterion and expectation of those who serve as college presidents. The chapters are: (1) "The Moral Leadership of College Presidents"; (2) "Presidential Perspectives: The Shape of Their Voice"; (3) "Architects of the College Mission"; (4) "Shaping Student Character"; (5) "Critical Issues in the Academy: Free Speech, Academic Freedom, and Diversity"; (6) "Hopes for Democracy"; (7) "The Milieu of Social and Political Issues"; (8) "The University and the World"; (9) "Ideological Battles and the Soul of the Academy: The Burden of the Presidential Pulpit"; and (10) "The Presidency in the Crucible." (Contains 209 references.) (SLD)

ED 457 802 HE 034 467

Kelly, Melanie, Ed.
Managing University Museums. Education and Skills.
PUB DATE- 01
NOTE- 187p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Technology Integration
IDENTIFIERS- Technology Utilization; Web Based Instruction

This document contains the papers on distance education from the SITE (Society for Information Technology & Teacher Education) 2001 conference. Topics covered include: the distance education degree program for the Master of Mathematics with a teaching option at Texas A&M University; the evolution of online learning; Internet-based distance education; teaching and learning online--lessons learned; a hybrid online course to enhance technology competencies of school principals; exploiting and evaluating a World Wide Web-based learning system; using constructionist principles in designing and integrating online collaborative interactions; learning styles and potential relations to distance education; using electronic portfolios to support accountability and preservice teacher preparation; the future of distance education; the challenges of interfacing between face-to-face and online instruction; establishing a new paradigm for online education; cost effectiveness and distance education; Web-based versus print-based faculty development; assessing best practices in online learning; a examination of perceived effectiveness and student satisfaction in distance learning in higher education; online personal learning in teacher preparation; developing standards of quality for online courses; online conversation in a teacher education seminar; how information technology can help education and distance learning; matching distance education with cognitive styles in various levels of higher education; the need for a paradigm shift in order to effectively teach Web-based instruction; designing, administering, and teaching distance education; benefits and problems of asynchronous online electronic mail forums; the distance teacher; videoconferencing in a practicum of educational studies; desktop video conferencing; designing distance education support; the Russian experience with an academic staff development course for coordinators of distance education; effective strategies for the information highway; a compromise for the creation of computer-supported collaborative learning applications; supporting and evaluating distance learning students' use of an electronic discussion board; developing an online course about online courses; reflections of K-12 teachers on graduate education via distance learning; instruction using WebCT; real concerns on distance education when distances are real; and whether distance education resolves the current problems of education. Most papers contain references. (MES)

ED 457 823 IR 020 893

Justice, Madeline, Ed.
Diversity and International. SITE 2001 Section .
PUB DATE- 01
NOTE- 78p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

Promotion (Occupational); Racial Differences; Substance Abuse; Tenure; *Welfare Recipients; Work Attitudes; Work Experience
IDENTIFIERS- California (Los Angeles); Employer Surveys; Illinois (Chicago); Ohio (Cleveland); Wisconsin (Milwaukee)

Data from interviews with 750 employers in Chicago, Cleveland, Milwaukee, and Los Angeles were used to analyze the job performance and retention rates of recently hired welfare recipients. The 20-minute interviews focused on employers' subjective ratings of recently hired welfare recipients' job performance and whether employers experienced the following problems with recently hired welfare recipients: absenteeism; poor work attitudes; deficient basic skills; deficient job skills; substance abuse; and poor relations with coworkers. According to the employers, most welfare recipients perform their jobs as well as or better than nonwelfare recipients employed in comparable jobs, and their turnover rates were fairly low. Nevertheless, absenteeism was pervasive among recently hired welfare recipients and was often linked to child care and transportation problems. Problems stemming from poor attitudes toward work and poor relations with coworkers were also observed fairly frequently. The results of regression analyses led to the following conclusions, among others: (1) High school graduates and Hispanics have lower absenteeism rates; (2) proximity to public transportation was associated with lower absenteeism rates; (3) employees in jobs with employer-provided health insurances or chances of future promotion experienced less absenteeism; and (4) employers who did more screening experienced lower rates of absenteeism. (Contains 28 references and 12 tables.) (MN)

ED 457 327   CE 082 319

Sticht, Thomas G.
Learning To Read with Private Pete & Sailor Sam in World War II.
PUB DATE- 01
NOTE- 5p.; "Celebrating Veteran's Day November 11, 2001."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Armed Forces; Educational Benefits; *Educational History; *Functional Literacy; High Interest Low Vocabulary Books; *Literacy Education; *Military Personnel; Military Service; Military Training; Reading Instruction; Reading Materials; Reading Skills; Reading Strategies; Sight Method; Teaching Methods; *World War II; Writing Instruction
IDENTIFIERS- Army; Navy

Since thousands of the men who entered military service during World War II were illiterate, the Army developed an "Army Reader," a four-part series featuring Private Pete, that led learners through literacy levels 1-4. Part 1 introduced Private Pete and talked about the things the men experienced when they entered the Army. Part 2 taught men how to write letters home, In Part 3, men were taught about their pay allowances for dependents, and the arithmetic they needed to deal with their everyday needs in the Army. Part 4 focused on teaching the men about good citizenship. All the materials were of a functional nature and were based on experiences most of the men had in their background. A "look-say" method was used in developing the Army program. A similar program, Navy Life Readers Books 1 and 2, featuring Sailor Sam, was developed for the Navy. Many of the men who learned to read and write, and their families, were grateful for the training. Today, all across America,

ED 457 343 CE 082 351

Nilsen, Sigurd R.
Workforce Investment Act: Better Guidance Needed To Address Concerns over New Requirements. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 62p.; For the GAO "Workforce Investment Act" statement, see CE 082 350.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Agency Cooperation; Compliance (Legal); *Employment Programs; Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Institutional Cooperation; Job Placement; *Job Training; Labor Legislation; Private Sector; *Program Evaluation; *Program Implementation; Program Improvement; Recordkeeping; State Programs
IDENTIFIERS- *One Stop Centers; *Workforce Investment Act 1998

In an effort to assess what progress states and localities are making in implementation of the Workforce Investment Act (WIA) of 1998, a study identified three issues of particular concern: (1) mandatory partners' participation in the one-stops; (2) job seekers' ability to receive enhanced choices for training; and (3) private-sector participation on workforce boards. Information was collected through interviews with officials of the Departments of Labor, Education, Health and Human Services, and Housing and Urban Development, officials from national associations representing implementers, site visits to nine one-stop employment service centers in three states, and a symposium of stakeholders. The study found, first, that although mandatory partners are attempting to participate in the one-stops, program or financial concerns are affecting their level of participation and their ability to fully integrate their services at the one-stops. Second, the partners found the data collection requirements of the legislation difficult and costly. Finally, the private-sector partners were concerned about the operation of the workforce investment boards on which they were supposed to be represented. The study recommends that the responsible federal agencies work together to provide more effective guidance on how to address the specific concerns identified by state and local implementers and that Congress provide more time for training providers. Appended are: Presence of Partners at Nine One-Stops and Method of Core Service Provision and Respective Comments from the Departments of Labor, Education, Health and Human Services, and Housing and Urban Development, as well as GAO Contacts and Staff Acknowledgements. (KC)

ED 457 344 CE 082 352

Hudson, Larry
Preparation of Vocational Education Teachers: Areas of Importance and Concern.
PUB DATE- 00
NOTE- 13p.; Paper presented at a meeting on Workforce Development Education Educator Preparation (Orlando, FL, September 18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Work Relationship; *Educational Change;

of great importance in determining whether students will stay. Barriers to retention include intrinsic student factors, personal or institutional barriers, and student-staff interactions. The study concluded that although the easiest way to improve retention statistics would be to discourage youth at greatest risk of dropping out from enrolling in the program, this approach would be inconsistent with Job Corps' mission of serving the nation's most needy youth. Among recommendations for staff were that they demonstrate they expect the best from all youth; build students' self-confidence and sense of connectedness to peers and staff; learn to communicate effectively with youth from different cultures; teach stress reduction and coping strategies; foster a multicultural environment; and communicate effectively with youth at different developmental stages.. (Contains 110 references.) (KC)

ED 457 361 CE 082 390

Wandner, Stephen A., Ed.; Messenger Jon C., Ed.; Schwartz, Suzanne, Ed.
Worker Profiling and Reemployment Services Policy Workgroup: Final Report and Recommendations.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 99
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Compliance (Legal); Dislocated Workers; Employment Potential; *Employment Services; Federal Regulation; Job Placement; *Job Search Methods; Job Skills; Partnerships in Education; *Profiles; *Program Effectiveness; Program Evaluation; Program Improvement; Retraining; State Programs; *Unemployment; *Unemployment Insurance
IDENTIFIERS- Wagner Peyser Act; *Worker Profiling and Reemployment Services

The Worker Profiling and Reemployment Services (WPRS) was a program established in states by regulation of the federal government to profile Unemployment Insurance (UI) recipients who were most likely to exceed their time limits for UI and to give those recipients training in job search methods. The WPRS Policy Workgroup was established in January 1998 to examine the WPRS system as it had evolved from 1994-98 and to provide recommendations to improve its quality and to make it more effective in achieving its ultimate goal--enabling dislocated workers to find new jobs as rapidly as possible at wages comparable to their prior wages. The workgroup developed recommendations for improvement in WPRS to address seven major topics: (1) modeling and model use; (2) how to profile; (3) who and when to refer to reemployment services; (4) what services and how many services to provide; (5) program linkages between the Unemployment Insurance, Wagner-Peyser Act (employment service) and dislocated worker programs; (6) adequacy of funding; and (7) communication, feedback systems, and reporting. (Author/KC)

ED 457 362 CE 082 391

Ramanujam, P. R.
Distance Open Learning in the Developing Asian Countries: Problems and Possible Solutions. ZIFF Papiere 117.

dimensions are considered to be student movement from schooling to vocational education and training (VET), from adult community education to vocational education and training, from higher education to vocational education and training and vice versa, and from schools, vocational education, and training and higher education to adult community education (lifelong learning). The study found the following: (1) the national Schools' Statistics Collection is of limited usefulness in monitoring post-compulsory participation or student transitions to further education and training because it is not based on unit-level student records; (2) the National VET Provider Collection, can only be used in a limited way to map cross-sectoral movement of students directly from the data fields; (3) the Higher Education Statistics Collection provides considerable detail about the prior educational experience of students, which assists in monitoring cross-sectoral movement, but the information on past education and training of students is collected at a general level without reference to sector; and (4) the adult community education sector is a significant provider of education and training at the local community level, but fundamental issues regarding reporting standards have not been resolved and the National VET Provider Collection captures only about half of all ACE provision. Modifications are proposed for the data reporting systems. (Contains 16 references.) (KC)

ED 457 379   CE 082 419

Dockery, A. Michael
Training, Innovation and Business Performance: An Analysis of the Business Longitudinal Survey.
PUB DATE- 01
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; Data Interpretation; Developed Nations; Education Work Relationship; Evaluation Methods; Foreign Countries; Improvement; Influences; *Innovation; Internet; Longitudinal Studies; *On the Job Training; *Organizational Development; *Outcomes of Education; Postsecondary Education; *Relevance (Education); Research and Development; *Small Businesses; Statistics; Technology Transfer; Theory Practice Relationship
IDENTIFIERS- *Australia; Return on Investment

This paper uses the Australian Bureau of Statistics' Business Longitudinal Survey to explore relationships between training, innovation, and firm performance for Australian businesses with less than 200 employees. The longitudinal nature of the data is used to test various hypotheses about the nature of the link between training, business changes, and innovation. The paper finds strong evidence of changes in training being associated with the occurrence of innovations over the period of the survey and, to a minor extent, of a link between innovation and the level of on-the-job training being provided in the final year of the survey. These two findings offer some support to sustain a claim that training in itself brings about innovation: (1) firms that undertake formal business or strategic planning are both higher trainers and higher innovators; and (2) using Internet-related activities as an applied example of innovation, evidence is found of a positive link between increases in management training and the adoption of e-commerce. The paper points out, however, that the analysis

PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Computer Uses in Education; Coordination; *Curriculum Development; Curriculum Evaluation; Developed Nations; Educational Cooperation; *Educational Technology; Foreign Countries; *Literacy Education; Technological Advancement; Technology Transfer
IDENTIFIERS- *Canada; Schwab (Joseph J); *Technology Assessment

The issue of integrating technology into adult literacy programs would benefit greatly from the implementation of a curriculum deliberation process such as that suggested by Schwab (1973). Technology (computers in particular) presents the field with a range of questions from the philosophical to the educational to the practical. This provides both an opportune time and a compelling reason to establish a deliberative process. The inclusion of the "four commonplaces" suggested by Schwab--practitioners, learners, subject matter experts, and milieus--would ensure the development of coherent curricula. That is, it would ensure curricula that are meaningful and useful to a wide range of stakeholders. The key consideration in any deliberative process must be, however, the efficacy of computers in terms of educational outcomes. The benefits of a curriculum deliberation process in the field of adult literacy cannot be overstated. They include the rationalization of computers in literacy curriculum; representation by primary and peripheral stakeholders in curriculum development, implementation, and evaluation; development of coherent curriculum; sharing over time of "best practices" and "lessons learned" as computers are integrated into the curriculum; and collaboration in other areas of literacy such as advocacy. (Contains 23 references.) (YLB)

ED 457 396   CE 082 446

ACE Adult and Community Education into the 21st Century: A Vision.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Community Development; *Community Education; Developed Nations; Educational Planning; Foreign Countries; *Futures (of Society); Master Plans; *Partnerships in Education; Research Needs; Resource Allocation; Resources; *Strategic Planning
IDENTIFIERS- *Australia (Victoria); *Vision Statements

This document outlines a vision for adult and community education (ACE) in Victoria for the next 3 years and provides a broad map of how to reach that vision. A description of the context is followed by the ACE vision statement: ACE delivers accessible, quality, and timely learning in autonomous, community settings as a valued and essential partner in Victoria's post-compulsory education and training system. Ace values and learning goals are then listed. Future challenges and opportunities are highlighted in these areas: globalization, localization, knowledge economy, enterprising education, educational values, learning partnerships, and imaginative learning. A final section focuses on strategic directions that address both compliance with code; (11) insulation; (12) interior finish; (13) stairs; and (14) specialized carpentry applications. (KC)

ED 457 413 CE 082 502

Herod, L.
Interpersonal Presence in Computer-Mediated Conferencing Courses.
PUB DATE- 00
NOTE- 5p.; Paper presented at the International Online Conference on Teaching Online in Higher Education, "Online Teaching and Learning Experiences" (Indianapolis University-Purdue University, November 8-9, 1999) and at the Teaching in the Community Colleges Online Conference," A Virtual Odyssey" (5th, Kapiolani Community College, April 12-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Communication Research; *Computer Mediated Communication; Computer Uses in Education; Definitions; *Distance Education; Educational Environment; Graduate Study; *Group Dynamics; Higher Education; Interaction; Intergroup Relations; Interpersonal Communication; *Interpersonal Relationship; *Online Courses; Peer Acceptance; *Teleconferencing

Interpersonal presence refers to the cues individuals use to form impressions of one another and form/maintain relationships. The physical cues used to convey interpersonal presence in face-to-face learning environments are absent in text-based computer-mediated conferencing (CMC) courses. Learners' perceptions of interpersonal presence in CMC courses were examined in a study during which eight graduate students completed an online questionnaire about their impressions of interpersonal presence in CMC courses. Participants' notions of what constitutes interpersonal presence in CMC courses broke down into personal style (how people "come across" as a person) and collegial style (how people "come across" in terms of being a fellow student). Participants identified the following methods of conveying interpersonal presence in CMC courses: personal identifiers, socializing efforts, and communication style. According to the participants, two types of interwoven relationships develop in CMC courses. They are social (based on mutual personal interests) and collegial (based on mutual academic interests and purpose). Some participants valued social relationships more highly than others did; however, all participants valued collegial relationships quite highly. Group tasks, group size, and the course instructor also influenced development of collegial relationships. It was concluded that online courses must contain opportunities for conveyance of social and collegial cues. (Contains 13 references.) (MN)

ED 457 414 CE 082 505

Peavey, Kay
Transition Programs: Bridging the Gap.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workforce Preparation and Continuing Education.
PUB DATE- 97
NOTE- 35p.; Funded under Section 326 of the Adult Education Act.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Legislation; Counseling Services; *Counselor Role; Elementary Secondary Education; *Hearing Impairments; Individual Testing; Reading Achievement; *Special Needs Students; *Testing; *Visual Impairments
IDENTIFIERS- Americans with Disabilities Act 1990

Legislation such as the Americans with Disabilities Act mandates testing accommodations in order to ensure that examinations accurately reflect the abilities of a person. This document describes different types of testing for hearing impaired and visually impaired. Individualized testing accommodations such as changes to the test directions, administration procedures, or test contents; audio taped examinations; and the use of interpreters are explained. Issues regarding whether or not modified tests are equivalent to standard tests are presented with a focus on the low reading levels of most people with hearing impairment. Legal issues are explained such as inclusion of students with disabilities in national testing programs and voluntary disclosure of a disability. Testing professionals have the responsibility to become informed about disabilities and to correct any misconceptions they hold about the capabilities of individuals with disabilities. (Contains 19 references.) (JDM)

ED 457 435 CG 031 171

Smith, Douglas K.
Modifying Tests for Students with Disabilities.
PUB DATE- 01
NOTE- 11p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Accommodations (Disabilities); Civil Liberties; Elementary Secondary Education; Guidelines; Individual Testing; *Special Needs Students; Standards; *Testing; *Testing Accommodations

Modifying standardized tests for students with disabilities is a complex issue. Tests should be modified only when alternative measures do not exist. Testing professionals should always be cognizant of the fact that whenever modifications are made, normative interpretations must be made very cautiously. In addition, the accommodations that were made should be described and the examiner should continually ask whether the accommodations significantly alter the format of the test or change the nature of the test. In this document, many issues related to test modification are highlighted and a step-by-step procedure for developing appropriate testing accommodations is presented. (Contains 10 references.) (Author)

ED 457 436 CG 031 172

Geisinger, Kurt F.
Development of a Statement of Test Takers' Rights and Responsibilities.
PUB DATE- 01
NOTE- 22p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Liberties; Counseling Services; Elementary Secondary Education; *Guidelines; Higher Education;

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Bereavement; *Church Workers; *Counseling; *Health Education; *Lay People; Pilot Projects; Program Development; Public Health; Sexuality; Social Support Groups

African American pastors are increasingly becoming involved in the care and understanding of those infected with HIV and AIDS. In this pilot project, lay leaders of a Methodist Church in Queens, New York participated in a facilitator training program for AIDS bereavement. A variety of theoretical perspectives that included bereavement theory; group work; cultural diversity and empowerment practice; community theory; and adult learning theory were drawn upon to develop the program for facilitator training. The emphasis on training lay leaders from the church community offers an additional resource for community agencies. A survey was conducted to discover how the lay leaders responded to a structured training program run by a minister, a professor, and a social worker. Analysis indicated that the training met most of the didactic and emotional needs. However, lay leaders suggested that churches and other community organizations need to build and sustain guidance and educational efforts to prevent AIDS. (Contains 6 tables and 19 references.) (JDM)

ED 457 459 CG 031 230

Basile, Josie; Pros, Jennifer; Marshall, Joan
Serendipity, Eighth Grade Concerns, and Needs Assessment.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Counselor Training; Grade 8; Graduate Students; Graduate Study; Higher Education; Interpersonal Relationship; Middle School Students; Middle Schools; *Needs Assessment; Research Skills; *Social Cognition; Social Problems

Graduate students (N=13) in a counselor education program in New York State participated in a study about what they thought were the main concerns of eighth grade students. A needs assessment is often a helpful method for counselors to plan and deliver services. The responses of the school counselor trainees were very different from the responses of eighth graders surveyed by other authors in North Carolina and from the responses of eighth graders in New York interviewed for this study. Counselor trainees thought eighth graders were concerned with superficial things such as clothes, attractiveness, and relationships. In reality, the eighth graders said they were concerned about academic success, family health, and death. The study confirms that school counselors should not develop programs based only on what they think is important to students. Utilizing a needs assessment is a more accurate tool for planning programs, and offering material on needs assessment would be benefit in any research course offered to graduate students. (JDM)

ED 457 460 CG 031 232

Ratcliff, Donald
Rituals in a School Hallway: Evidence of a Latent Spirituality of Children.
PUB DATE- 01

students at each grade level reporting illicit drug use. A separate section is then presented for each class of drugs. These sections contain graphs showing trends in past-year use. They also show trends in perceived risk, disapproval, and perceived availability of marijuana, inhalants, LSD, cocaine, crack cocaine, amphetamines, heroin, tranquilizers, barbiturates, club drugs, alcohol, cigarettes, smokeless tobacco, and steroids. Key findings show that the overall illicit drug use among teens remained steady in 2000 in all three grades as well as for specific drugs such as marijuana, amphetamines, hallucinogens other than LSD, tranquilizers, barbiturates, and alcohol. (Contains 9 tables.) (JDM)

ED 457 481 CG 031 262

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Monitoring the Future National Survey Results on Drug Use, 1975-2000. Volume I: Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 01
NOTE- 677p.; Written by the Monitoring the Future Project. For volume II, see CG 031 263.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; *Beliefs; Demography; Ethnicity; Grade 10; Grade 12; Grade 8; *Illegal Drug Use; *Longitudinal Studies; Parent Background; Racial Factors; Regional Characteristics; Secondary Education; Secondary School Students; Sex Differences; Sociocultural Patterns; *Substance Abuse; Trend Analysis
IDENTIFIERS- *Monitoring the Future

Each year since 1975, about 17,000 seniors have participated in a national survey conducted in some 130 high schools to assess students' changing lifestyles, values, and preferences. This publication is one in a series of annual monographs to disseminate many of the epidemiological findings from the study. It reports the results of the national survey of drug use and related attitudes and beliefs among 8th, 10th, and 12th graders. Distinctions are made among important demographic subgroups in these populations based on gender, college plans, region of the country, population density, parents' education, and race and ethnicity. Following the introductory chapter, chapter 2 presents key findings. Study design is reviewed in chapter 3. Chapters 4 and 5 explain the prevalence and trends in drug use. Chapter 6 discusses the initiation rates by grade level. Chapter 7 explains the degree and duration of drug highs. Chapter 8 discusses attitudes about drug use, and chapter 9 reviews the social milieu. Chapter 10 sums up other findings from the study. Volume 1 was preceded by an advance summary publication of its key findings. (Contains 5 appendixes, 146 tables and 103 figures.) (JDM)

ED 457 482 CG 031 263

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Monitoring the Future National Survey Results on Drug Use, 1975-2000. Volume II: College Students and Young Adults Ages 19-40.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Bethesda, MD.
PUB DATE- 01
NOTE- 300p.; Written by the Monitoring the Future Project. Cover

differences between dropouts and graduates in self esteem is consistent with earlier findings by others. Family support had a direct effect on depression for dropouts and graduates. (Contains 6 tables and 20 references.) (JDM)

ED 457 503 CG 031 289

Hsu, Daniel; Hui, Ming; Waters, Judith A.
Filial Piety and Sexual Prejudice in Chinese Culture.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Bias; *College Students; Foreign Countries; Higher Education; *Homosexuality; Interpersonal Relationship; Lesbianism; Sex Differences
IDENTIFIERS- *Filial Piety; Taiwan; Tolerance

The goal of this research was to explore how filial piety and interpersonal contact with gay persons relates to attitudes toward lesbians and gay men in a Chinese sample from Taiwan. Sex differences of respondents and the intensity differences of attitudes toward lesbians and gay men were also investigated. The participants were 187 undergraduates (68 males, 119 females) from a major university in Taiwan. The Filial Piety Scale and the Attitudes Towards Lesbians and Gay Men Scale were employed. The results indicated that respondents' attitudes toward lesbians and gay men were correlated with filial piety and interpersonal contact. However, the contact effect only holds for men, not for women. In addition, men hold more intolerant attitudes toward lesbians and gay men than do women. These findings support the notion that internalized filial piety relates to Chinese people's intolerant attitudes toward lesbians and gay men. Thus, negative attitudes toward gay persons serve a functional purpose. (Contains 10 references.) (Author/JDM)

ED 457 504 CG 031 290

Isakson, Richard L; Worthen, Vaughn E.; Dougher, M. Kirk
Supervision and Religious/Spiritual Issues: Toward a Discussion.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Counseling; *Counseling Techniques; *Counselor Client Relationship; Counselor Training; Counselors; Doctoral Programs; Ethics; Higher Education; Psychologists; *Religion; *Spirituality

An attempt was made to determine whether counseling doctoral programs allow or encourage a discussion of religion and spirituality as part of the counselor client relationship. Several arguments are presented that support therapists attending to clients' religious and spiritual beliefs. The types of problems or disorders that can be aided by clients' religious and spiritual beliefs include abuse; martial or family difficulties; alcohol or drug dependency; balancing and strategies which parents and teachers can use to help children deal with the tragedy, and it discusses the role of literature in helping children at a time of national disaster. The second part of the digest offers resources intended to help children understand and appreciate cultural differences through the use of literature, as well as to provide materials that will help children cope with the stresses in their lives. (Contains links to 17 Web sites.) (RS)

ED 457 526   CS 510 619

Missouri Assessment Program (MAP), Spring 2000: Intermediate Communication Arts, Released Items, Grade 7.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 7; Junior High Schools; *Language Arts; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

This document deals with testing in intermediate communication arts for seventh graders in Missouri public schools. The document contains the following items from the Session 1 Test Booklet: "Swimming in Snow" (Diana C. Conway) (Items 1, 2, and 5); "Discovery" (Marion Dane Bauer) (Item 13); writing prompt; and a writer's checklist. It also contains scoring guides for the Session 1 Items and for the writing prompt. The document includes an extensive glossary of relevant terms for the Missouri Assessment Program (MAP) Test. (NKA)

ED 457 527   CS 510 620

Missouri Assessment Program (MAP), Spring 2000: High School Communication Arts, Released Items, Grade 11.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 11; High Schools; *Language Arts; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

This document deals with testing in communication arts for 11th graders in Missouri public schools. The document contains the following items from Session 1 in the Test Booklet: "Thomas Hart Benton: Champion of the American Scene" (Jan Greenberg and Sandra Jordan) (Items 5, 6, and 7); "Rhythms of the River" (Rebecca Christian) (Item 9), a writing prompt; and a checklist. It also contains scoring guides for the Session 1 Items and for the writing prompt. (Includes an extensive glossary of relevant terms for the Communication Arts MAP Test.) (NKA)

Federal Courts; Federal Legislation; *Legal Problems; School
Law; State Courts; State Legislation

This is the 22nd in a series of yearly updates of judicial decision summaries for case law related to elementary and secondary education issues. One can use previous and future editions to track decisions on appeal or to see trends in case law. With few exceptions, the cases were selected from court decisions found in federal and regional reporters from July 1, 1999, to June 30, 2000. Their selection was also based on their relevance to current issues in the public school setting, their definitiveness as articulations of law, and their dependability as consistent guides to policymaking and practice. As in previous issues, the cases are organized into eight chapters. These are school boards and board members, administrators, finance, teachers and other district employees, pupils, special education, religion, and tort liability. To make decisions with legal ramifications in mind, school officials must examine the rationales that guided the court's decision. However, the summaries are not intended as legal advice. Decisions vary from one jurisdiction to another, as well as being subject to revision. Altered facts, the jurisdiction's legal standards, and the scope of the jurisdiction affect interpretation. An explanation of the legal reference notes, a glossary of legal terms, and an index are provided. (AUTHOR/RKJ)

ED 457 548 EA 031 275

Growe, Roslin; Schmersahl, Kurt; Perry, Ron; Henry, Reasie
Diversity Education in Administrator Training: Preparation for the 21st Century.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Cultural Differences; Cultural Pluralism; Diversity (Faculty); Elementary Secondary Education; Ethnicity; Higher Education

This article investigates the impact and necessity of multicultural training in administrator-preparation programs, and the extent to which administrators can ensure that teachers honor diversity. The importance of the quality of the administrator's training is emphasized. Dimensions of multicultural education may include content integration, knowledge construction, and the generation of a common or shared culture. The stages of multicultural development can be described as awareness, acceptance, and affirmation. The signs of an administrator's effectiveness include the effort to hire a multicultural staff and faculty, the successful funding of cultural diversity programs, the positive and constructive way in which diversity is respected, and the design of the program as year-long and schoolwide. Four levels of integration of critical pedagogy can be used: the Contributions Approach, the Additive Approach, the Transformational Approach, and the Social Action Approach. Goals can include educational equity, empowerment, cultural pluralism in society, understanding and harmony, expanded knowledge of cultural and ethnic groups, and an informed and inquisitive cultural perspective. Tenets may consist of the eradication of stereotypes and the recognition of no single correct interpretation of history. The typologies of multicultural programs include those that are content-oriented, culturally responsive, student oriented, or oriented to social action. An A to Z list of reminders is offered.

computer research services. (RT)

ED 457 568   EA 031 317

Schlechty, Phillip C.
Shaking Up the School House: How To Support and Sustain
  Educational Innovation. The Jossey-Bass Education Series.
PUB DATE- 01
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Educational Change;
  Educational Improvement; *Educational Innovation; Educational
  Objectives; Elementary Secondary Education; Public Schools

Public education is threatened as it struggles to keep up with the pace of change in American society. School systems are change prone but are not good at transforming change into improved performance. This book sheds light on why and what might be done about it. Part 1 offers an overview of the current situation in U.S. public schools and introduces the idea of systemic change. Part 2 presents a framework found useful for helping teachers come to grips with the problems associated with improving the quality of the experiences they provide for students. The core business of schooling is discussed, beginning with the idea of managing by results, then demonstrating how studying the competition leads to a better understanding of what one needs to do to succeed, describing the "Working on the Work" framework for assessing the quality of schoolwork and how to use this framework in developing schools that meet today's expectations. Part 3 offers specific steps school leaders can take and issues they can address to bring about successful structural and cultural change. The epilogue offers a scenario of a possible future if public schools cannot succeed in changing and improving, and some words of encouragement. (RT)

ED 457 569   EA 031 318

Dean, Joan
Improving the Primary School. Educational Management Series.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Role;
  Cognitive Style; Coordination; Educational Cooperation;
  Educational Development; *Educational Improvement; Educational
  Objectives; Parent School Relationship; *Primary Education;
  School Community Relationship; School Culture; School
  Effectiveness; Teaching Styles
IDENTIFIERS- Reform Efforts

This book offers suggestions to primary schools about how they can improve their work in preparing children for a rapidly changing world. Chapter 1 sets the stage by considering various definitions of educational improvement, efficacy, and goals. Chapter 2 assesses research on school effectiveness and

(Economics); Program Budgeting; Public Schools; Resource Allocation; *School Districts; *Teacher Competencies; *Teacher Salaries

The National Center for Education Statistics commissioned the papers in this publication to address education-finance issues of interest to the education-finance community. Although teacher salaries rose between 1980 and 1997 by 120 percent, that is only equal to a 19 percent increase after removing inflation, or a little over 1 percent per year. Moreover, starting salaries have changed little in comparison to average salaries. Another paper discusses school financial statements, which are only one source of information that is relevant to assessing a school district's finances. School-district employee pensions, often the largest long-term obligations, may not appear in these reports. A third paper discusses two approaches to reporting school-level finance information, and how to make inflation and geographic cost adjustments in education. Adjustments for inflation and geographic differences are not easily implemented in education, because most of the costs in education are in personnel, rather than in things, which are easier to measure in terms of quality and quantity. Measuring cost differences in education is even more difficult that measuring changes in automobiles, for example. The final paper deals with the consideration of who will be the primary users of school-level data, what new data they need, and for what purposes. The authors suggest that principal stakeholders should be schools and school districts, state and national policymakers, researchers and policy analysts, and the public, represented by parents and taxpayers, special interest groups in education, and the financial community. (Each paper contains references.) (DFR)

ED 457 588   EA 031 341

Dawson, Thomas
Charter Schools and the Long Road to Education Reform.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Charter Schools; Competition; *Educational Change; *Educational Vouchers; Elementary Secondary Education; *Nontraditional Education; Public Schools; *School Choice; Standards; Tax Allocation; Tax Rates; *Teacher Associations; Unions

This monograph on charter schools and reform contains four chapters. The first chapter ("The Unfinished Goal and the Role of Interest Groups") discusses the history of the charter movement, its role, benefits, shortcomings, and the opposition to the movement from teacher unions. Charter schools have attracted support across the political spectrum in theory; however, this support varies on the operational level. Charter schools cannot offer truly innovative programs because they remain bound to public authorities; they have to be more independent and less regulated than they are in many states. Chapter 2 ("California: The Uphill Battle") discusses California's dismal educational record during the 1990s and the struggle to enact charter legislation in the state. The most serious problem in California's new law was funding. All categorical funding had to be negotiated; however, individual charter schools received no money directly from the state. Instead, they had to rely on districts to distribute state

Project, Council for Exceptional Children is a leadership initiative with IDEA Partnership Projects: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE), Families and Advocates Partnership for Education (FARE), and Policymaker Partnership (PMP).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Administrator Role; Curriculum; *Disabilities; Educational Environment; Elementary Secondary Education; Evaluation Methods; Guidelines; Leadership; *Principals; *Program Implementation; *School Administration; Self Evaluation (Groups); Self Evaluation (Individuals); *Special Education; Staff Development; *Standards; Student Evaluation; Student Participation
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997
This guide is designed to provide information on ensuring quality special education services and early intervention to building principals in elementary and middle schools. It sets forth standards of excellence that directly relate to implementing the Individuals with Disabilities Education Act (IDEA) and presents guidelines for principals to use when assessing themselves and their school community. It is intended that the standards and guidelines in this document be used to assess quality practices and program improvement. The guide is organized around the following categories: (1) school organization, which addresses the need for an adequate supply of qualified personnel; (2) leadership; (3) curriculum and instruction, which addresses student access to a high-quality curriculum, provision of adequate financial and material resources, and use of effective instructional practices; (4) staff development; (5) school climate, which addresses the need to ensure all children feel respected and welcome; and (6) assessment. For each section, standards are presented along with specific guidelines. Appendix A contains a checklist that principals or other stakeholders may use to assess the extent to which their schools meet the quality standards and guidelines. Appendix B includes excerpts from the text of the IDEA regulations referenced in the guide. (CR)

ED 457 607 EC 308 613

Alternate Assessment for Students with Disabilities: Educator's Manual for the MCAS Alternate Assessment.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; *Portfolio Assessment; *Program Implementation; Scoring; *Severe Disabilities; Standards; State Programs; *Student Evaluation; Testing
IDENTIFIERS- *Massachusetts Comprehensive Assessment System
This manual is designed to assist educators in using the Massachusetts Comprehensive Assessment System (MCAS) Alternate Assessment, an assessment intended to allow students with the most significant disabilities to participate in MCAS. The

*Disabilities; Federal Legislation; Government Role; Law Enforcement; Mental Disorders; Needs Assessment; Substance Abuse; *Trend Analysis
IDENTIFIERS- *Americans with Disabilities Act 1990; *Social Security Administration

This report, generated by a Congressional hearing, analyzes the goals intended for the Americans with Disabilities Act (ADA) and the impact on those it was intended to protect. It also discusses the practical effects of the ADA, recent Supreme Court decisions and judicial trends in ADA enforcement, substance abuse and the ADA, and the ADA's coverage of individuals with psychiatric and mental disabilities. The report concludes with a chapter of findings and recommendations of the Commission on Civil Rights. These recommendations include: (1) restoring the intended vision of the ADA; (2) providing adequate resources to those agencies charged with enforcing its provisions; (3) enhancing education for individuals and businesses as to rights and responsibilities created by the ADA; (4) providing further incentives through the Social Security Administration for individuals with disabilities to return to the workforce; and (5) providing economic incentives for businesses that make facilities accessible or accommodate individuals with disabilities. Individual chapters discuss the road to the ADA, the effects of the ADA, judicial trends in ADA enforcement, substance abuse under the ADA, psychiatric disabilities and the ADA, and findings and recommendations. (Individual chapters contain references.) (DB)

ED 457 627 EC 308 637

Civil Rights Issues Facing the Blind and Visually Impaired in Illinois.
PUB DATE- 99
NOTE- 51p.; Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Advocacy; *Blindness; Children; *Civil Rights; Etiology; Federal Legislation; Incidence; National Organizations; Needs Assessment; State Agencies; State Programs; *Visual Impairments
IDENTIFIERS- *Illinois

This report is the result of a conference that examined major civil rights issues facing people who are blind and visually impaired in Illinois and is intended to inform the U.S. Commission on Civil Rights concerning issues of equal protection. The introductory chapter reviews leading types and causes of blindness and visual impairment, incidence and social characteristics of this disability, and the Americans with Disabilities Act of 1990. Chapter 2 describes several advocacy groups of the blind and visually impaired such as the American Foundation for the Blind, the American Council of the Blind, and the Committee for Justice for the Visually Impaired. Chapter 3 considers service providers for this population including the Illinois Bureau of Blind Services, the Chicago Lighthouse, and the Illinois Blind Services Planning Council. Chapter 4 considers advocacy groups for the blind and visually impaired such as Illinois Parents of the Visually Impaired and Parents of Blind Children. Five federal enforcement agencies are discussed in the fifth chapter. The final chapter presents the advisory committee observations and recommendations in four areas: (1) incidence rates and public perceptions; (2) employment; (3) transportation and independent living; and (4)

Classification; Cognitive Processes; Elementary Secondary Education; Hyperactivity; *Learning Disabilities; Multiple Disabilities; *Recall (Psychology); *Retention (Psychology); Student Characteristics; *Symptoms (Individual Disorders); *Verbal Communication; Verbal Stimuli

This paper discusses the findings from a study that investigated the information processing characteristics of 93 children (ages 8-16) who have been diagnosed as having either attention deficit hyperactivity disorder (ADHD) only, ADHD-Predominately Inattentive Type, and combined ADHD and learning disabilities (LD). Thirty-nine average students, who had no identified disabilities, were used to compare the three groups of children with ADHD. Results from a discriminate functions analysis showed that the Learning Efficiency Test-II (LET-II) test pattern performance was 83.9 percent successful in differentiating between the three ADHD groups from the average group. The overall group classification rate was 57.6 percent. Examination of the subtest profile of the three groups with ADHD indicated an unusual recall pattern in that there was either an inverted-V or V profile when comparing the impact of verbal interference on serial free recall memory span. The average group showed a more typical profile of losing incrementally more information with each additional source of verbal interference. Results indicate that there are substantial processing differences among the three groups of learners in terms of their levels of information retention and recall, but that there exist characteristic patterns of retention and recall that are similar across the groups. (Author/CR)

ED 457 646 EC 308 658

Jewell, Paul
Measuring Moral Development: Feeling, Thinking, and Doing.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Behavior; Behavior Development; Children; *Ethics; Evaluation Methods; *Gifted; Individual Development; *Moral Development; Moral Values; *Research Methodology; *Social Behavior; Social Cognition
IDENTIFIERS- *Kohlberg (Lawrence)

This paper examines whether a morally developed person is one who feels strongly about moral issues, or understands moral issues, or acts ethically when dealing with other people. It argues that the meaning of the term "moral" is concerned with how people ought to treat each other and that studies in morality should deal with the actions of people as they function within groups. The trend in gifted education to focus on the individual's affective state when discussing moral development, such as a passion for justice, or to measure cognitive development, such as the recognition of universal moral principles, is deemed as overly individualistic and conceptually inadequate. The paper outlines Lawrence Kohlberg's six stages of moral judgment: punishment and obedience, individual instrumental purpose and exchange, mutual interpersonal expectations, relationships, and conformity, social system and conscience maintenance, prior rights and social contract or utility, and universal ethical principles. It points out that Kohlberg's research examines what people think, not how people actually behave. Developing and applying planning and designing a classroom or playroom. Part 3 contains information on designing a new center, including working with an architect. Part 4 examines planning outdoor play settings as part of a child care program. Each section contains exercises to illustrate important points and provides handout material that can be photocopied for distribution. The manual concludes with a resource list. (GR)

ED 457 667   EF 005 679

To Build a Better School.
PUB DATE- 00
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Management; Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Leadership; *Public Schools; *School Construction; School Maintenance; *School Safety; *State Aid; *State School District Relationship
IDENTIFIERS- *California; Los Angeles Unified School District CA

This report presents findings and recommendations of the Little Hoover Commission regarding California's efforts to provide schools that are economically built, adequate, safe, and well maintained. Findings and recommendations are presented in the following areas: school facility building and maintenance; leadership needs in managing construction projects; state oversight unification; life cycle investing; needs determination; investment adequacy; and specific findings regarding the Los Angeles Unified School District. Findings reveal that many of the problems that stifled past attempts to raise the quality of schools and education still persist. The central challenge remains how to bring experienced, high-caliber individuals to these local projects, and position these people in the appropriate organizational structures so that the projects are imbued with quality and innovation. The reports suggests that a mechanism is needed to help California's school districts learn from other states and to create a process for continuously incorporating innovation in building designs. Further, the state must continue finding ways to accelerate needs assessment, raise funds, allocate resources equitably, and efficiently implement needed regulations. (GR)

ED 457 668   EF 005 744

Hunter, Michael; Gifford, Mary
School Finance Primer: A Taxpayer's Guide to Public School Finance. Arizona Education Analysis.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Charter Schools; *Educational Finance; Elementary Secondary Education; *Public Schools; School District Spending; School District Wealth; *Tax Effort
IDENTIFIERS- *Arizona

This guide introduces and updates information on the Arizona public school finance system. It is intended to promulgate a

Attitudes; *Language Teachers; *Limited English Speaking; Outcome Based Education; Politics of Education; Questionnaires; Second Language Instruction; Second Language Learning; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota

This report presents findings from an investigation of the perceptions, beliefs, and expectations of English-as-a-Second-Language (ESL) educators as they work toward including students with limited English proficiency (LEP) in Minnesota's High Standards. More and more states are implementing standards-based educational systems in which all students, including LEP students, are expected to participate. Standards implementation is a challenging process for all educators and particularly for those who work with linguistically and culturally diverse populations. This study is one of the first in Minnesota to look at emerging efforts towards standards-based reform for LEP students. It is found that ESL teachers are generally not implementing their content-based work toward specific high standards with their LEP students. This finding is compounded by the feeling of some teachers that high standards are not going to be appropriate for immigrant students arriving in Minnesota in their teens with little English ability and perhaps limited schooling. In general, ESL educators were having trouble preparing their LEP students for High Standards (with many under the impression that it is not the job of the ESL instructor to prepare them for these standards) and do not think them appropriate for these students in many cases. The survey instrument and the interview protocols are included in two appendices. (KFT)

ED 457 692   FL 026 916

Lo Bianco, Joseph, Ed.
A Description and Exploratory Evaluation of Program Types in Indigenous and Community Languages. Final Report.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 244p.; Funded by the Commonwealth Department of Education, Training, and Youth Affairs under the "Quality Outcomes Programme."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Community Programs; Cultural Background; Cultural Differences; Foreign Countries; *Heritage Education; Language Attitudes; *Language Maintenance; Language Planning; *National Programs; Official Languages; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Australia; Native Language

The approaches to language maintenance in Australia are diverse and heterogeneous and include at least three kinds of programs: bilingual education programs; ethnic school programs (after hours or weekend programs that are controlled and managed by the community concerned); and mainstream school programs where the indigenous native language is being taught as a school subject as part of the normal school curriculum. This report is divided into three parts. Part A discusses the salient themes of language education common to all students. Part B consists automatic collection of data in digital form. Notification was sent to all enrolled students (N=19,837) based on registration priority. Responses from 6,940 show that students intend to take summer classes to complete a course sequence, graduate earlier, or to take a class in their major or the core curriculum. Students also cited the desire to take a class in a relaxing atmosphere or to remain in the college area for the summer. Students who did not intend to take summer classes indicated the need to earn money, to take a break, or to attend another college. (Contains 3 tables and 31 references.) (Author/SLD)

ED 457 713 HE 034 359

Knutzen, Judi
Focus on the Future: Using Environmental Scanning To Effect Institutional Change. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Educational Change; *Evaluation Methods; Higher Education; *Organizational Change; Program Evaluation; Research Methodology; *Strategic Planning
IDENTIFIERS- *Columbia Basin College WA; *Scanning

An environmental scanning process was used to solicit opinions about the future of Columbia Basin College, Washington, from various interest groups. The interest groups were formed to research topics and areas important to the future of the college. Ten interest groups, with a total of 37 members, were founded and the scanning process was also used to gather information from experts in the community. In all, more than 160 people completed the scanning abstract form. After the information was gathered and analyzed, core external trends were identified in the areas of: (1) financial trends; (2) sociological and demographic trends; (3) economic and workforce trends; and (4) technology trends. The environmental scanning process was very well received at Columbia Basin College, in part because it was a new effort to gather the opinions of many stakeholders and interested citizens. The environmental scanning process is expected to continue, and it is expected to contribute to a more outward looking, positive, and sharing college environment. An appendix contains two figures illustrating the college's structure and strategic planning process. (Contains 94 references.) (SLD)

ED 457 714 HE 034 360

Chen, Chau-Kuang; Campbell, Vickie C.; Suleiman, Ahmad
Predicting Student Performances at a Minority Professional School. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Higher Education; Medical

Carnwell, Ros; Harrington, Charles
Approaches to Study: Their Impact on Coping Strategies in Women Distance Learners. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; *Coping; *Distance Education; Higher Education; Interviews; *Nurses; *Student Attitudes; *Study Habits; Theories

This paper reports the development of a theory surrounding the use of coping strategies in students with different approaches to study. It represents the development of an earlier study in which 20 interviews were conducted of women distance learners who had previously responded to a survey concerning their experiences of distance learning. The subsequent interviews were analyzed using grounded theory coding techniques, from which three approaches to study were identified. Tentative links were then made between approaches to study, need for support and guidance, and engagement with materials. It became evident that students develop coping strategies depending on the approach to study they adopt and access to support and guidance as they progress around a coping cycle. (Contains 5 tables and 17 references.) (Author/SLD)

ED 457 735   HE 034 388

Carnwell, Ros; Harrington, Charles
Diagnosing Student Support Needs for Distance Learning. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Planning; Foreign Countries; Higher Education; *Needs Assessment; Student Needs
IDENTIFIERS- England; *Student Support Services; United States

This paper continues previous research (N. Moreland and R. Carnwell, 2000) in which the development and background of the Learning Support Needs Questionnaire (LSNQ) were explained. The LSNQ identifies and elicits practical, emotional, and academic learning support needs, and is followed by an action planning process designed to assist the students to address learning needs considered important to student academic success but not met sufficiently. The LSNQ questionnaire was administered to two groups of distributed learning students, one enrolled in an institution in the United States (n=211) and one from the United Kingdom (n=126). While the distance education students in the United States had overall higher expectations of the different types of support than their peers in the United Kingdom, both groups had significant but slightly different learning support needs. The failure to address the significant unmet learning needs by both the learners themselves and the providing institutions is likely to lead to unsatisfactory learning experiences, reduced achievements, and perhaps, student attrition. (Contains 3 tables and 29 references.) (SLD) for teachers. The example of Oklahoma shows how it is possible to use information about high school graduates as a steppingstone to more effective partnerships and programs to improve students' preparation for college. (SLD)

ED 457 758 HE 034 413

Utah System of Higher Education Data Book, 2001-2002.
PUB DATE- 01
NOTE- 326p.; "Submitted to the Honorable Michael O. Leavitt and the 54th Legislature of the State of Utah." Published by the Office of the Commissioner of Higher Education. For the 1999-2000 data book, see ED 427 639.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Comparative Analysis; *Data Collection; Degrees (Academic); *Educational Finance; Enrollment; Higher Education; *State Universities; Student Financial Aid; Tables (Data); Trend Analysis
IDENTIFIERS- *Utah

This report provides detailed statistical data on the Utah System of Higher Education (USHE), which includes two major research universities, two metropolitan/regional universities, and five community colleges. Preliminary information includes a description of the USHE, a list of organization names, a list of boards of trustees, a list of presidents of member institutions, and an executive summary. The next 11 sections contain tables providing data on these topics: (1) degrees and awards; (2) enrollments by age, gender, race/ethnicity, and residence; (3) support and monitoring of applied technology education; (4) tuition and fees; (5) student financial aid; (6) financial information with revenue/fee analyses of the USHE; (7) budget history for the USHE and each member institution; (8) cost study for the system; (9) staffing and teacher workload; (10) facilities; and (11) comparisons of each USHE institution with approved peer institutions on financial and statistical measures. (Contains 41 tables and 20 figures.) (SLD)

ED 457 759 HE 034 414

Malone, Bobby G.; Nelson, Jacquelyn S.; Nelson, C. Van
Completion and Attrition Rates of Doctoral Students in Educational Administration.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (55th, Houston, TX, August 7-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Doctoral Degrees; Doctoral Programs; *Educational Administration; *Graduate Students; Graduate Study; Higher Education; Prediction; *School Holding Power

Attrition, retention, and program completion of doctoral students were studied at a university. One objective was to be able to determine, at the time of admission, which students were most likely to achieve success, defined as degree completion. The subject pool was 168 graduate students admitted to the doctoral program in educational administration for the years 1986-2000. Overall results show that the completion of the ED.S. degree (specialist degree), the Carnegie Classification of the

*Test Use
IDENTIFIERS- Georgia; *Scholastic Assessment Tests; *University of Georgia

The use of the Scholastic Assessment Tests (formerly the Scholastic Aptitude Test) (SAT) for assessment in the Georgia university system was studied. The study involved more than 243,000 students entering the University of Georgia over a 25-year period and used at least 883 different regression equations to correlate high school average (HSA), SAT verbal and mathematics scores, and grade point average. For male and female students entering the university system, HSA is the best predictor. When averaged across the 25 years, the results demonstrate the influence of race and sex on academic achievement in the university system of Georgia. The meta analysis of SAT scores also suggests that institutional level may be a modifier worthy of consideration. Data suggest that the SAT, as a measure of verbal and mathematical ability, and as an indication of the applicant's readiness to meet academic responsibilities, finds many uses in the University System of Georgia. Data also suggest that SAT scores should be treated differentially by race and by sex within the University System of Georgia. (SLD)

ED 457 781 HE 034 440

Fincher, Cameron
Higher Education and World War II. IHE Perspectives.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ents and the state. "Student Aid and Statutory Waivers," the ninth section, discusses certain schola
DESCRIPTORS- *Educational Change; Educational History; Futures (of Society); *Higher Education; Prediction; *School Role; United States History; *World War II

The January 1994 issue of "The Annals" of the American Academy of Political and Social Science provides an overview of thought and discussion concerning the role of colleges and universities during World War II and in the postwar era. Edited by T. R. McConnell and Malcolm Willey, the issue contained articles by educators, most of whom became more well known after the War. Published 6 months before "D-Day" and the enactment of the G.I. Bill, the articles show the seriousness of planning for the readjustments that would be needed after the war. The authors were well informed of the mistakes made after World War I, and they were confident that the United States had learned from these mistakes. The articles reflect concern for the planning necessary to accommodate the returning servicemen who would seek additional education. Taken together, these essays in this issue show remarkable foresight. (SLD)

ED 457 782 HE 034 441

Fincher, Cameron
Recalling David Boroff's Classic: "Campus U.S.A.: Portraits of American Colleges in Action." IHE Perspectives.
PUB DATE- 00
NOTE- 8p.; Reviews "Campus U.S.A.: Portraits of American Colleges in Action" by David Boroff. New York: Harper & Brothers, 1961.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ents and the state. "Student Aid and Statutory Waivers," the ninth section, discusses certain schola

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administration; *Educational Finance; Financial Support; Higher Education; *Museums

The papers in this collection focus on the role of university museums and their organization, management, governance, and finance. The chapters in section 1, "Roles and Challenges," are: (1) "University Museums in the 21st Century--Opening Address" (Lyndel King); (2) "The Dual Role of University Museums: Its Influence on Management" (Vanessa Mack), and (3) "The Challenge of the University Museum" (Dominick Verschelde). Section 2, "Raising Awareness and Working Together" contains: (4) "Collections in the United Kingdom" (Kate Arnold-Foster and Sophia Mirchandani); (5) "The Cinderella Collections: An Australian Fairy Story" (Don Yerbury); (6) "Managing the Visibility of University Museum Collections" (Peter Stanbury); (7) "A Regional System of University Museums" (Fausto Pugnaloni); and (8) "Uniting Forces: The European Network and National Collaborative Projects" (Steven W. G. de Clerq). Section 3, "Parallels and Partnership with Private Business," contains: (9) "Strategic Planning and Action for Success in a University Museum of Natural History" (Peter D. Tirrell); (10) "A Public-oriented and Educational Museum" (Peter de Haan); and (11) "Funding and Public Access through Partnership with Business" (Ian Carradice). The final section, "New Projects," contains: (12) "New University Museums: An Opportunity for a New Strategic Vision. The Brooking Collection, University of Greenwich" (Sue Millar); (13) "Public Understanding of Science: Universities and Science Centres" (Hannu S. Salmi); (14) "Funding and Museum Ownership" (Kati Heinamies); (15) "The Patras University Science and Technology Museum: Fulfilling the University Museum's Dual Role" (Penelope Theologi-Gouti); (16) "A New Museum of Electrical Technology in Pavia: A Public Museum in a University Campus" (Antonio Savini); (17) "New Horizons for the Crafts Study Centre Collection and Archive" (Barley Roscoe); and (18) "Conclusions" (Melanie Kelly). (Each chapter contains references.) (SLD)

ED 457 803 HE 034 468

Kim, Terri
Forming the Academic Profession in East Asia: A Comparative Analysis. East Asia: History, Politics, Sociology, Culture. A Routledge Series.
PUB DATE- 01
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Colonialism; *Educational History; Foreign Countries; Higher Education; *Teaching (Occupation)
IDENTIFIERS- *Academic Professions; *Asia (East)

This book is a comparative examination of the formation of the academic profession in Korea and Malaya, and later, South Korea, Malaysia, and Singapore, from colonial times. The analysis takes into account the connections and disconnections between the colonial and postcolonial periods in shaping the academic profession. The chapters are: (1) "Introduction"; (2) "Ideal Typical Models"; (3) "The Colonial Period"; (4) "The Postcolonial Period"; and (5) "The Conclusion." (Contains 34 tables and 647 references.) (SLD)

DESCRIPTORS- *Computer Uses in Education; Cultural Differences; *Cultural Pluralism; *Diversity (Student); *Educational Technology; Elementary Secondary Education; Foreign Countries; Intercultural Programs; International Programs; Multicultural Education; Postsecondary Education; Teacher Education; Technology Integration
IDENTIFIERS- Canada; China; Great Britain; South Africa; Technology Utilization; United States

This document contains the following papers on diversity and international issues from the SITE (Society for Information Technology & Teacher Education) 2001 conference: "Using Technology To Support Teaching for Social Justice in a Preservice Program" (Barbara Beyerbach); "Integrating Technology into a Teacher Education Diversity Course" (Ramona Maile Cutri); "Is Anybody Listening? Inherent but Typically Ignored Problems in Distance Learning" (Paula Furr and Ron McBride); "Integrating Human Impact into a Web-Based Multicultural Course for Teacher Education" (Viola Garcia and Linlin Irene Chen); "Developing Intercultural Understanding via the Internet: Canadian Student Teachers and English Students in China Study World Literature Together" (Jim Greenlaw); "Using Internet Technology To Facilitate Anonymous Communication in World Wide Web Delivered Multiculturalism in Education Courseware" (James G. Izat and others); "Diversity through Co-Operation: Creating and Delivering Content in In-Service Teacher Education" (Monica Johannesen and Leikny Ogrim); "'WorldGate': An Attempt To Close the Digital Divide" (Richard Knecht); "Technology and Social Change: Perceptions of Culturally Diverse University Students" (Shane P. Martin and Edmundo F. Litton); "Identifying School Conditions and Teacher Practices that Have Proven Effective in Increasing Mathematics and Reading Achievement for African American Students and Students in Schools with Substantial Minority Student Populations" (Michael McFraizler and M. Danita Bailey); "Using Technology in Early Childhood Environments To Strengthen Cultural Connections" (Mikki Meadows); "Where is the 'Any Key,' Sir? Experiences of an African Teacher-To-Be" (Guillaume Nel and Liezel Wilkinson); "The Digital Divide in Schools: We Can Make a Difference" (Tamara Pearson and Colleen Swain); "Technology Empowers a Diverse Population of Students: Results from a Technology Professional Development School" (Carrie Thornthwaite); and "Linking up through Solar Energy: The Story of the Gelukwaarts Farm School" (Fred Wilkinson and Annette Wilkinson). Most papers contain references. (MES)

ED 457 824 IR 020 894

Bump, Wren, Ed.
Educational Computing Course. SITE 2001 Section .
PUB DATE- 01
NOTE- 75p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; Instructional Development; *Teacher Education; Technology Integration
IDENTIFIERS- Technology Utilization

This document contains the following papers on the educational hundreds of thousands of teachers and volunteers are struggling with inadequate resources to help millions of adults whose lies are stunted by the same kinds of literacy and learning problems that earlier affected hundreds of thousands of men in World War II. Business, government, and individuals all need to support adult literacy activities to reach the current generation of adults who lack literacy skills. (KC)

ED 457 328 CE 082 321

Education and Technology Accelerate Economic Growth for Newly Emerging Economies.
PUB DATE- 01
NOTE- 10p.; Published bimonthly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Literacy; Comparative Analysis; Computer Literacy; *Developing Nations; *Economic Change; *Economic Development; Economic Impact; Education Work Relationship; Educational Economics; Educational Opportunities; Educational Supply; Enrollment Trends; Foreign Countries; International Trade; Labor Force; *Labor Force Development; Outcomes of Education; Postsecondary Education; Productivity; *Role of Education; Salary Wage Differentials; *Technological Advancement; Technological Literacy; Technology Transfer; Trend Analysis; Urbanization
IDENTIFIERS- Brazil; China; Europe; India; Japan; Mexico; South Korea; United States

Technology provides a new and effective tool for accelerating economic growth, and developing countries are embracing technology and education as the means toward attaining economic parity with the United States and other developed nations. Evidence suggests that this strategy is paying off. Developing countries are building a technology infrastructure and an educated workforce that will enable them to develop their economies at unprecedented speeds. Countries such as Mexico, China, and Brazil, which already have growing populations of technically literate workers, may eventually rival the United States in terms of economic prowess, similar to what Japan, Western Europe, and to some extent Korea have been able to do. The following facts are among those supporting this suggestion: (1) computer use in developing nations is increasing; (2) developing countries are acquiring more high-tech products; (3) urbanization foretells educational and economic growth; (4) literacy rates and postsecondary enrollments in developing nations are on the rise, and postsecondary enrollment growth rates in developing countries exceed those in the United States; (5) the economic growth rates in many developing countries have exceeded those in the United States; and (6) incomes rise as countries embrace technology. (Contains 15 figures.) (MN)

ED 457 329 CE 082 322

Klein, Steven
Financing Vocational Education: A State Policymaker's Guide. Sorting out the Byzantine World of State Funding Formulas, District Cost Variations, and Options for Supporting the Provision of Equitable, Quality Vocational Education in High Schools.
PUB DATE- 01

Educational Needs; Educational Quality; Educational Trends; *Faculty Development; Higher Education; Policy Formation; Preservice Teacher Education; Program Improvement; State Programs; Statewide Planning; *Teacher Certification; *Teacher Education; *Teacher Education Programs; Teacher Educator Education; Tech Prep; *Vocational Education Teachers
IDENTIFIERS- *Florida; Ranking

This concept paper addresses the preparation of vocational education teachers. Several topics are listed with comments, and, in some cases, supporting documentation has been abstracted. These topics correspond to reasons for the lack of national visibility within Florida as indicated by the 2001 rankings in the U.S. News and World Report that identified no universities in Florida as being leaders in vocational technical education (VTE). These reasons are discussed: Florida has historically had a teacher service orientation; certification has driven university VTE programs' offerings; state universities in Florida have not generally established areas of expertise for research, while some have even dropped VTE teacher preparation programs; strong graduate programs and federally funded research are indicators of ranked university VTE programs; lack of communication; and participation in the various "trends" such as school-to-work, tech prep, and workforce development has not been established. (YLB)

ED 457 345 CE 082 354

Nilsen, Sigurd R.
Registered Apprenticeships: Labor Could Do More To Expand to Other Occupations. Report to the Chairman, Subcommittee on 21st Century Competitiveness, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; Cooperative Programs; Coordination; Education Work Relationship; *Emerging Occupations; Employer Attitudes; Federal Government; Federal Programs; *Government Role; Job Development; *Labor Force Development; *Labor Needs; Partnerships in Education; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; State Government; Technical Occupations; Technological Advancement; Unions; Vocational Education

A study identified United States Department of Labor efforts to expand apprenticeship to new occupations and explained impediments to establishing apprenticeship programs in fields not traditionally apprenticed (e.g., high technology and biotechnology). Labor had not systematically identified new occupations suitable for apprenticeship programs that could respond to needs for skilled labor nor successfully alleviated concerns of employers about apprenticeship requirements, resulting in slow expansion to new occupations. Employers' concerns were reluctance to commit to incremental increases in wages required by apprenticeship regulations, and no national information-sharing mechanism. Labor's apprenticeship database was incompatible with some states' systems; it was unable to measure its progress in expanding apprenticeship and could not readily identify and share its successes with potential sponsors. Six apprenticeship programs were identified in which training helped to develop workers with particular skills

PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Learning; *Change Strategies; Comparative Education; Cultural Relevance; Curriculum; Delivery Systems; Developed Nations; *Developing Nations; *Distance Education; Educational Administration; Educational Attitudes; Educational Change; *Educational Improvement; Educational Objectives; *Educational Quality; Educational Resources; Educational Technology; Educational Trends; Foreign Countries; Information Technology; Language of Instruction; Models; Needs Assessment; *Open Education; Position Papers; Postsecondary Education; Program Evaluation; Public Policy; Trend Analysis
IDENTIFIERS- Africa; *Asia; Australia; Europe; Japan; Latin America; United States

Problems facing distance open learning in the developing Asian countries were examined, and possible solutions were proposed. The prominent features of distance and open learning in 10 developed nations were identified. Existing distance education (DE) systems in developing nations in Asia, Africa, and Latin America were reviewed and found to share the following features: inadequate finances; poor communication and infrastructural facilities; the absence of clear governmental policies; limited use of audiovisual media; a shortage of experts to develop multimedia courses; a lack of financial and academic autonomy for distance teaching institutions; and distance education's low social and academic status because of quality issues. The review indicated that blindly copying Western models of DE is more dangerous than evolving indigenous models for developing countries. The future of DE in developing countries was shown to depend primarily on the ability of DE institutions to respond to the specific needs of learners at different levels. The following actions were recommended for improving DE in developing Asian countries: (1) review existing institutional structures and governance; (2) evaluate existing methods of teaching and learning and existing support systems; and (3) recognize the potential of information communication technologies and evolve appropriate policies for distance open learning. (Contains 30 references.) (MN)

ED 457 363 CE 082 393

Suda, Liz
Learning Circles: Democratic Pools of Knowledge.
PUB DATE- 01
NOTE- 6p.; ARIS Resources Bulletin is published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Adult Literacy; Classroom Techniques; Community Programs; Cooperative Learning; Educational Attitudes; Educational Needs; Educational Philosophy; *Educational Policy; Foreign Countries; *Informal Education; Lifelong Learning; *Literacy Education; Postsecondary Education; *Small Group Instruction; Teaching Methods
IDENTIFIERS- *Australia; Facilitators; *Study Circles; Sweden; United States

One of the most successful examples of lifelong learning is the "study circles" program in Sweden, which attracts an estimated 50 percent of the population during their lifetimes. In vogue is significantly constrained by the quality of the data--in particular to the instruments used for measuring training and also for measures of innovation, both of which are far from ideal. (Contains 77 references.) (KC)

ED 457 380 CE 082 420

Saunders, S.
Using Training Indicators To Improve Planning for Vocational Education and Training.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Benchmarking; Comparative Analysis; Data Analysis; Data Collection; Definitions; Educational Demand; Educational Needs; *Educational Planning; Educational Policy; Educational Supply; Employment Projections; Evaluation Criteria; Evaluation Methods; Foreign Countries; Information Needs; *Information Utilization; Job Training; Labor Market; Labor Needs; Measurement Techniques; National Organizations; *National Standards; Needs Assessment; Performance Factors; Postsecondary Education; *Predictive Measurement; Predictive Validity; Regional Planning; Secondary Education; State Agencies; Statewide Planning; Strategic Planning; Supply and Demand; *Vocational Education; Youth Emplo *Australia; National Planning; Performance Indicators
IDENTIFIERS- *Australia; National Planning; Performance Indicators

Training indicators are functional suites of quantitative and qualitative indicators of current or future vocational education and training (VET) supply and demand. The training indicators approach to educational planning considers indicators of present and likely future conditions for skilled labor and forms judgments about the most appropriate courses of action to improve skilled labor outcomes. The use of training indicators to make decisions related to VET policy and programs in Australia at the commonwealth, state, and other levels was reviewed. The review established that the training indicators approach has proved valuable, especially when it successfully synthesizes major demand-side and supply-side training indicators or derives actual measures comparing training demand to training supply. A range of supply and demand training indicators was being used in national and state VET planning and region-industry planning, and evidence of persistent demand for training indicators was found. Twenty-six training demand, training supply, and derived training measures were proposed for assessing changing VET demand at the national, state, and regional levels. Thirteen recommendations were presented regarding good practice in using training indicators, developing the range of training indicators, improving the implementation of the initiative Key Performance Measure 2, and improving the dissemination of training indicators. (Contains 110 references.) (MN)

ED 457 381 CE 082 421

Phan, Oanh
Women in Vocational Education and Training: An Analysis of 1996 and 1999 Data.
SPONS. AGENCY- Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South (Australia).; Australian National Training Authority, Melbourne.

potential futures for ACE and more immediate and emerging challenges and opportunities for the ACE sector. The following are strategic directions: build communities through ACE; build ACE resources and learning infrastructure; strengthen strategic relationships within and beyond ACE; and build knowledge and promote recognition of ACE. Information provided for each strategic direction includes purpose, strategic approaches summary, list and description of strategic approaches, and related themes. (YLB)

ED 457 397 CE 082 447

Corvell, Wendy; Gavin, Dorothy; Knight, Melinda; Lorey, Barb
Course in Introduction to Cross-Cultural Communication. Adult Education in the Community.
PUB DATE- 00
NOTE- 38p.; Accredited curriculum for the period January 1, 2000 to December 31, 2004. Developed by Morrison House Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Civil Liberties; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; Culture; Curriculum Guides; Developed Nations; English (Second Language); Foreign Countries; Instructional Materials; *Intercultural Communication; *Interpersonal Communication; Learning Modules; *Literacy Education; Multicultural Education; Nonverbal Communication; Student Evaluation; Verbal Communication
IDENTIFIERS- *Australia

Materials are provided for Introduction to Cross-Cultural Communication, a 75-hour course developed by teachers experienced in working with students in adult literacy and basic education and English as a second language classes. The course is designed to provide adults with the skills and understanding to enable them to communicate cross-culturally in an effective manner and recognize the value of the shared and diverse aspects of different cultures. It is intended to help participants develop the confidence and concepts to assist in communication between cultures using verbal and nonverbal techniques. Part A contains contact information for submission for course accreditation. Part B contains this course information: evidence of need; purpose; structure and requirements; learning outcomes of the four modules that comprise the course; and educational practices (delivery modes, assessment, resources). Part C consists of these four modules: perception; culture; rights, responsibilities, and values; and interpersonal communication. Components of each module are module name and code; discipline code; nominal duration; module purpose; prerequisite modules; content summary; learning outcome details (assessment criteria, examples of assessment tasks for each of 3-6 stated learning outcomes); and educational practices for learning outcomes (assessment methods, conditions of assessment, delivery of the module, delivery strategy, resource requirements, occupational health and safety requirements). (YLB)

ED 457 398 CE 082 450

Oldfield, Jenni; Pullam, Rosemary
Inside Out! A Workbook for the CGEA.
SPONS. AGENCY- Adult, Community, and Further Education Board,

(055)
DESCRIPTORS- Academic Standards; Adjustment (to Environment); Adult Education; Adult Programs; Articulation (Education); Caseworker Approach; *Coordination; Coordinators; *Correctional Education; Definitions; *Delivery Systems; *Education Work Relationship; Guidelines; Individualized Education Programs; Job Training; Linking Agents; Models; Postsecondary Education; *School Community Relationship; Secondary Education; Social Support Groups; Special Needs Students; State Standards; Statewide Planning; Systems Approach; *Transitional Programs; Vocational Adjustment; Work Environment; Youth Programs
IDENTIFIERS- *New York

This document shares the collective wisdom and experience of professionals who have successfully guided the transition of hundreds of youths and adults from New York's correctional institutions back into the community. The first section begins with an overview of the New York State Education Department's transition program model to move incarcerated individuals from correctional facilities to the community through a program consisting of the following components: (1) academic program components (basic skills, high school equivalency preparation, English for speakers of other languages, tutorials in high school subjects, life management); (2) transition program components (computerized career assessment, decision-making skills, job readiness skills, community support linkages); and (3) a continuum of support services (employment, continuing education, higher education, family education/empowerment, on-the-job training/apprenticeship, support services, peer support groups family literacy). The program implementation guidelines presented are organized into the following areas: providing instruction, promoting job readiness, and creating a supportive network. The second section provides guidance on being an effective transition coordinator. Special attention is paid to the transition coordinator's role in meeting both the client's needs and the community's needs. The following items are also included: an acronyms glossary; 29 learning standards for 7 curriculum areas; and a sample transition program. (MN)

ED 457 415 CE 082 518

Leighninger, Matt; Flavin-McDonald, Catherine; Ghandour, Reem
Building Strong Neighborhoods: A Study Circle Guide for Public Dialogue and Community Problem Solving.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; Change Agents; Change Strategies; Community Action; Community Development; *Community Education; *Community Programs; Cooperative Planning; Definitions; Group Discussion; Group Dynamics; Guidelines; Job Development; Leaders Guides; Leadership; *Neighborhood Improvement; *Problem Solving; *Program Development; Safety; School Community Relationship; Strategic Planning
IDENTIFIERS- Facilitators; Place Based Education; *Sense of Community; *Study Circles

This document explains how to establish study circles for public dialogue and community problem solving with the aim of building strong neighborhoods. The foreword explains the value of study circles in addressing the challenges currently facing all kinds

*Responsibility; Standards; *Student Rights; *Testing
IDENTIFIERS- *Joint Committee on Testing Practices

Various professional organizations whose members are involved in testing have written standards that acknowledge the rights of test takers. The Joint Committee on Testing Practices, composed of delegates from six professional associations, has produced an enumeration of rights and responsibilities of test takers. This document explains the historical events that led to the development of the draft document. There is a summary of the role of governmental agencies, professional standards, and state and federal guidelines on the practice of testing. The debate on whether participants should have feedback on all testing results is included. Both the rights of the test takers and their responsibilities are considered. It is hoped that this document will serve to improve the ability of the testing profession to advance society. Appendix 1 is the Rights and Responsibilities of the Test Takers: Guidelines and Expectations. (Contains 10 references.) (JDM)

ED 457 437 CG 031 173

Granello, Darcy H.; Granello, Paul F.
Counseling Outcome Research: Making Practical Choices for Real-World Applications.
PUB DATE- 01
NOTE- 12p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Health Services; Counseling; *Counseling Effectiveness; Evaluation; *Outcomes of Treatment; *Theory Practice Relationship

The incorporation of published outcome data into clinical practice plays a significant role in determining appropriate treatment interventions and the efficacy of various modalities. If practitioners are willing to conduct their own outcome research, the results will enhance the quality of care for clients and improve the quality of information provided to funding sources. When simple measures of effectiveness are implemented, the demonstrated outcomes from such research can be a very effective tool for providing evidence of treatment success. To begin outcome research, counselors must have an understanding of efficacy studies and effectiveness studies. Counselors can use published efficacy studies to make initial choices about treatment interventions, and then conduct effectiveness studies on their own practice to measure the success of their treatment. The results of effectiveness studies can be useful in helping with allocation of resources and in marketing programs to community and health care organizations. (Contains 28 references.) (JDM)

ED 457 438 CG 031 174

Hood, Albert B.
Communicating Assessment Results in the Counseling Interview.
PUB DATE- 01
NOTE- 14p.; In its: Assessment: Issues and Challenges for the Millennium; see CG 031 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Career Guidance; Individual Development;

NOTE- 23p.; Portions of this paper were presented at the International Conference on Children's Spirituality (1st, Chichester, England, July 9-12, 2000) and at the Annual Meeting of University of Georgia's Qualitative Interest Group (QUIG) (14th, Athens, GA, January 12-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Children; *Counselor Training; Elementary Education; Elementary School Students; *Grade 3; *Grade 4; *Grade 5; *Interpersonal Relationship; School Culture; Social Cognition; *Spirituality
IDENTIFIERS- *Ritual Behavior; United States (Southeast)

A study was undertaken to examine the social actions and interactions of students and perceptions about student behavior in the school hallway. A variety of ethnographic methods of data collection were used to interview students (N=52) in grades 3, 4, and 5 in an elementary school in the Southeastern United States. This paper supports the notion that rituals of children are considered expressions of spirituality. Three common ceremonies of children were noted in the hallway; the school line, the cluster, and the phalanx were examples of observed group behavior. Several individual rituals were also noted, such as pole touching; ritual insults; resistance rituals; and rituals denoting affection. Distinctive patterns of the rituals may be related to a variety of variables including gender; ethnicity; region; context; faith; and personality. The many commonalties affirm research assertions that spirituality is inborn. Many child development textbooks continue to ignore the essential role spirituality plays in childhood. (Contains 52 references.) (JDM)

ED 457 461 CG 031 233

Keyes, Melissa A.
Sexual Harassment & Student Services Personnel: Information for School Counselors, Social Workers, and Psychologists. Know More, Do More.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Federal Legislation; *Intervention; *Prevention; School Counselors; *Sex Discrimination; *Sexual Harassment; State Legislation; Student Personnel Services; *Student Personnel Workers

This publication provides information for intervention and prevention services concerning sexual harassment and sexual discrimination in schools. It is especially designed for student services professionals and includes national and state laws, suggestions for how to work with students, and strategies for protecting employees and students. Chapter 1 discusses the need for this publication and the forms of harassment that often occur in schools. Chapter 2 explains the federal protections and how these laws are implemented. Chapter 3 relates what needs to be known to prevent sexual harassment and assault, including prevention strategies; environmental assessments; staff evaluation; awareness activities for students; reporting requirements; and ways of protecting

title slightly varies. For volume I, see CG 031 262.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Beliefs; College Students; Dropouts; Higher Education; *Illegal Drug Use; *Longitudinal Studies; Sociocultural Patterns; *Substance Abuse; Trend Analysis; *Young Adults
IDENTIFIERS- *Monitoring the Future

This is the second volume in a two volume set covering research conducted as part of the Monitoring the Future study of young adults. It presents the results of the 1977 through 2000 follow-up surveys of the graduating high school classes of 1976 through 1999 as these respondents have progressed into adulthood. In order for this volume to stand alone, some material has been repeated from volume 1. Specifically, chapter 2 is repeated from volume 1, and provides an overview of the key findings. Chapter 3, on study design and procedures, is also repeated. Chapter 4 examines the prevalence of drug use in early and middle adulthood, and chapter 5 presents trends in drug use. Chapter 6 presents their attitudes and beliefs about drugs, while Chapter 7 discusses the social milieu. Chapters 8 and 9 look at the prevalence and trends in drug use among college students. (Contains 30 tables and 73 figures.) (JDM)

ED 457 483 CG 031 264

Scheldt, Douglas
Addiction Counselor Evaluation Scales: TAP 21 Applied.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Diego, California, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Counseling Effectiveness; Counselor Training; *Drug Addiction; Evaluation; Feedback; Measures (Individuals); Psychometrics; Self Evaluation (Individuals); Substance Abuse; Supervision
IDENTIFIERS- *Addiction Counseling

This paper presents the results of a development and psychometric evaluation of the Addiction Counselor Evaluation Scale (ACES), an instrument designed for the evaluation and supervision of entry level Alcoholism and Other Drug Abuse (AODA) counselors based on the Technical Assistance Publication Series (TAP) 21. The domains of the competence of an AODA counselor were delineated by TAP 21, which lists 124 competencies in 4 transdisciplinary foundations and 13 practice dimensions and subdimensions. The use of ACES in training, supervision, and evaluation suggested that there would be a value in using it as both a self evaluation tool and as a supervisor-completed evaluation tool. To evaluate the psychometric properties of the instrument student data and intern and supervisor data were collected. Results indicated strong test-retest and internal reliability for student and intern self evaluations and for supervisor-completed evaluations. Student self evaluations demonstrated construct validity in the form of convergent and discriminate validity. Construct validity for intern self evaluations and supervisor-completed evaluations was also consistent. These results support the use of self ratings and supervisor ratings to evaluate the intern or the training career and family; and unwanted pregnancy. Ethical considerations are discussed on how to integrate religious and spiritual issues into therapy. How to train and supervise psychologists to work with religiously diverse clients is reviewed and suggestions are given on how to prepare therapists to integrate religious and spiritual issues. (Contains 31 references.) (JDM)

ED 457 505 CG 031 292

Parker, Mitchell S.
Integrating Adolescents with Developmental Disabilities in a Residential Summer Camp.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Problems; *Developmental Disabilities; Foreign Countries; *Mainstreaming; Mental Retardation; *Resident Camp Programs; Special Needs Students; Summer Programs; Young Adults
IDENTIFIERS- Ontario; Pervasive Developmental Disorders

This paper describes Camp Ramah, a residential summer camp in Central Ontario that offers a one month program for adolescents with developmental disabilities. Up to 15 special needs campers, ages 12-25, participate with up to 400 campers and 150 staff in a residential camping experience. Most campers have mild to moderate mental retardation, some have pervasive developmental disorders and many have secondary behavioral problems. Reports from parents, the staff, and many campers have been positive and anecdotal statements profess behavioral improvements that are maintained beyond the month at camp. A brief description is included of the elements required in planning for and carrying out this summer program, including camper selection, staff selection and training, and camper skills training. (JDM)

ED 457 506 CG 031 293

Barnett, Rosalind Chait; Gareis, Karen C.; James, Jacquelyn Boone; Steele, Jennifer
Planning Ahead: College Seniors' Concerns about Work-Family Conflict.
PUB DATE- 01
NOTE- 49p.; Analysis funded by a grant from Radcliffe College. Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Seniors; *Employed Women; Family Influence; *Family Work Relationship; Higher Education; Marriage; Mothers; *Role Conflict; Self Actualization; *Sex Differences
IDENTIFIERS- United States (Northeast)

Recent research suggests that working men experience as much work-family conflict as women do. More men are doing housework and childcare, and feel that family is as important as their work.

ED 457 528 CS 510 622

MAP, Spring 1999: Communication Arts, Released Items & Rubrics, Grade 3.
PUB DATE- 99
NOTE- 26p.; Published by the Missouri Department of Elementary and Secondary Education, Division of Instruction, Curriculum Section. Reading passages are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 3; *Language Arts; Primary Education; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

This document deals with testing in communication arts for third graders in Missouri public schools. A story from "Highlights for Children" ("The Night the Lights Went Out") was used as a passage for Session 1 of the Missouri Assessment Program (MAP) test. The test provides five reading and writing activities from the story. Next, a passage from the poem "This Big Cat" (from "This Big Cat and Other Cats I've Known") and items 13 and 14, to be answered by the students, are presented. Following this, the students are given a writing prompt, including directions on how to write and revise a first draft and a writer's checklist. The document then offers scoring guides for the Session 1 items and the writing prompt in Session 2. (NKA)

ED 457 529 CS 510 623

Missouri Assessment Program (MAP), Spring 1999: Intermediate Communication Arts, Released Items, Grade 7.
PUB DATE- 99
NOTE- 15p.; Reading passages are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Grade 7; Junior High Schools; *Language Arts; Public Schools; Reading Comprehension; Scoring Rubrics; *Student Evaluation; *Tests
IDENTIFIERS- *Communication Arts; *Missouri Assessment Program; Operational Testing; Writing Prompts

This document deals with testing in intermediate communication arts for seventh graders in Missouri public schools. The document contains the following items from the Test Booklet: "Under the Rice Moon" (Rhiannon Puck); "Dogspirit" (Gary Paulsen) (Session 1, Items 4, 5, 6, and 8); a writing prompt; and a writer's checklist. It also contains the scoring guides for the session 1 items and the writing prompt. (NKA)

ED 457 530 CS 510 624

Missouri Assessment Program (MAP), Spring 1999: High School Communication Arts, Released Items, Grade 11.
PUB DATE- 99
NOTE- 14p.; Reading passages are not available from ERIC.

(Contains 41 references.) (AUTHOR/RKJ)

ED 457 549 EA 031 276

Wishnietsky, Dan H.
American Education in the 21st Century.
PUB DATE- 01
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Charter Schools; Culture; Educational Development; *Educational History; Educational Technology; *Educational Trends; Elementary Secondary Education; Global Approach; Lifelong Learning; Nontraditional Education; *Politics of Education; Private Schools; Professional Development; Public Schools; Teacher Education
IDENTIFIERS- Reform Efforts

This book examines American education at the turn of the new millennium. It reviews its history and suggests, in broad terms, where it may be headed in the 21st century. Topics considered include a brief survey of the education "scene" today, the notion of a global village and ramifications for a global curriculum, technology related to globalism, diversity and equity issues, ideological and political issues, economic matters, the health of students, and lifelong learning. Specific examples help make major points of thought meaningful. Matters of contention discussed include separation of church and state, instruction based on pedagogical values instead of politics or ideology, topic-specific content knowledge versus critical thinking, political correctness, and different types of schooling. Instructors need to stay current with continuing developments in world events, technology, and the ever-changing cultures, societal values, international relations, and diverse perspectives arising from globalization. These tasks can be daunting, especially as current knowledge quickly becomes outdated. Questions asked in this book are not rhetoric. They are posed with the intention of catalyzing critical thought in educators and those concerned about the future of schooling in the United States. The concluding list of references is categorized by chapter. (RT)

ED 457 550 EA 031 277

Glanz, Jeffrey
Relax for Success: An Educator's Guide to Stress Management. With CD-ROM .
PUB DATE- 00
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; Meditation; *Relaxation Training; *Stress Management; Teacher Effectiveness

This book is designed as a practical, concise, easy-to-read guide for relieving stress. It is written specifically for educators, with examples and anecdotes that relate to professional educators' experiences. It assumes a holistic approach to stress relief that incorporates thought, verbal and action critically considers components of school research. Chapter 3 discusses aspects of school culture. Chapter 4 looks at school development planning. Chapter 5 focuses on effective leadership. Chapter 6 considers roles of coordinators, specialist teachers, organization of classes, grouping by ability, use of time, differences in children, and keeping records. Chapter 7, on teaching and learning, looks at matching work to children, structuring learning, cooperative group work, and teaching and learning styles. Chapter 8 focuses on personal and social education. Chapter 9, on managing change, discusses the role of headteacher, planning for change, and problems of change. Chapter 10 explores the need for professional development. Chapter 11 discusses the importance of parents, governors, and the community. Chapter 12, on evaluation, considers its purpose, how to plan it, the role of governors, and helping children evaluate their work. Chapter 13 concludes with an admonishment to make education meaningful to children, and to teach them people and communication skills to help prepare them for the modern workplace. (Contains 210 references.) (RT)

ED 457 570 EA 031 319

State Education Department: Monitoring Magnet School Grants.
PUB DATE- 00
NOTE- 24p.; Major contributors were Jerry Barber, Michael Solomon, Karen Bogucki, Donald Geary, Keith Dickter, Kelly Downes, Ken Haque, Donald Wilson, Adrian Wiseman, and Dana Newhouse.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Financial Audits; *Grants; *Magnet Schools; *Money Management; School Desegregation; *School Funds; *State Aid; State Regulation
IDENTIFIERS- *New York

New York State annually provides about $135 million of magnet school grants for 19 of its 700 school districts. The state's education department audited the 19 school districts receiving grants to determine whether implementation of grants had been adequately monitored and whether goals had been attained for such funding for the period July 1, 1997 through March 31, 2000. Observations and conclusions were that the department's monitoring of magnet grants had not been sufficient. The department failed to identify performance objectives and measurement approaches for magnet goals, properly document its review of magnet grant applications, or conduct school district field visits focusing on the proper administration of magnet grants. As a result, the department had not adequately assessed the effectiveness of school districts' implementation of magnet goals. The audit found that some magnet schools reduced racial isolation dramatically, but others remained about the same or worsened. Magnet expenditures and practices were found to be inconsistent with the department guidelines in six selected school districts. Recommendations include that the department improve magnet-school monitoring, strengthen understanding of the law governing grant use, provide necessary guidance to districts about grant administration, and consider whether new and different initiatives are needed to address the persistence of racial isolation in public schools. Appended are Major Contributors to the Report and Comments of Department Officials. (RT)

ED 457 571 EA 031 320

funding. The chapter goes on to discuss state bureaucracy and union intransigence. Chapter 3 ("Arizona: The Free Market Model...With Strings Attached") compares Arizona's and California's education demographics, which are quite similar in many respects. However, there are important differences between the two states, principally surrounding right-to-work issues and the emergence of Arizona's charter-school laws that sought to avoid the difficulties encountered by California. The final chapter ("Charter Schools and the Failure of Real Competition") discusses teacher unions and their fight against deregulation; the chapter also describes the voucher system in several states, the disorganization of the charter movement, and the fact that the movement has yet to trigger significant responses from local school boards and other officials. (Contains 189 references.) (DFR)

ED 457 589 EA 031 342

Howley-Rowe, Caitlin
Xavier Senior High School: A Case Study of the Quest Network.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Educational Change; *Educational Improvement; Evaluation; High Schools; Leadership; Learning Experience; *Learning Strategies; Mathematics Skills; Public Schools; School Culture; School Effectiveness; *Scores; Staff Development

This case study examines the impact Quest made at Xavier Senior High School, a large secondary public school located in a northern Virginia suburb. Approximately 62 percent of the student body are identified as white, while the remainder are African-American (20 percent), Hispanic (10 percent), and Asian/Pacific Islander (5 percent). A variety of data-collection methods and instruments were used in this case study. Systematic participant observation was conducted at nearly every Quest event, as well as semistructured interviews and the solicitation of formative feedback from project participants. In addition, a semistructured focus-group interview was conducted with approximately 10 members of the school faculty who had been minimally or not all involved in Quest events (appendix C). Finally, nine Quest team members completed the Reflective Assessment questionnaire (appendix D). Interviews and means on the Innovation Configuration Checklist revealed that Xavier had been highly involved in Quest, from attending network events regularly to implementing two school-improvement processes during the project. However, the focus-group interview with faculty not directly involved in Quest revealed that many interviewees did not think the project had permeated the school. Some gains on the Standards of Learning test were made between 1998 and 1999, particularly on the math tests. Nevertheless, the percent of students passing most tests continued to fall below the state standard of 70 percent. Other appendixes list brochures, interview protocols, and checklists. (Contains 42 references.) (DFR)

ED 457 590 EA 031 346

McCreary, Jason; Hausman, Charles
Differences in Student Outcomes between Block, Semester, and

manual provides guidelines, materials, and procedures necessary for the preparation of student portfolios for submission to the Commonwealth of Massachusetts Department of Education in order to assess the educational progress of these students. As is true of standard MCAS tests, the purpose of the MCAS Alternate Assessment is to measure the achievement of these students on the Massachusetts Curriculum Framework learning standards in English Language Arts, Mathematics, Science and Technology/Engineering, and History and Social Science. Part 1 of the manual provides an overview of MCAS and presents MCAS participation guidelines. Part 2 discusses the portfolio content requirements for students in grades 3 through 10. Parts 3 and 4 provide information on scoring MCAS Alternate Assessments and timeline and procedures for conducting the alternate assessment. Part 5 includes required forms for the MCAS Alternate Assessment. Part 6 includes technical assistance papers. Appendices include a glossary, answers to frequently asked questions about the MCAS Alternate Assessment, and sample portfolio entries. (CR)

ED 457 608 EC 308 614

Price, Melissa
New York Partnership for Statewide Systems Change, 2000. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 9p.; For the 1996 final report, see ED 391 275.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Change Strategies; College School Cooperation; *Consultation Programs; Delivery Systems; Elementary Secondary Education; Emotional Disturbances; Higher Education; *Inclusive Schools; *Inservice Education; *Integrated Services; Professional Development; Regular and Special Education Relationship; *Severe Disabilities; State Programs; Systems Approach; Technical Assistance
IDENTIFIERS- *New York

This final report describes activities and accomplishments of the New York Partnership for Statewide Systems Change 2000, a 5-year project to increase and improve inclusive educational services to New York State students with severe disabilities at the secondary level and students with serious emotional disturbance at the elementary and middle school levels. The project provided inservice training, technical assistance, community training, higher education planning, and model demonstration and evaluation activities to accomplish the following five goals: (1) expand and enhance the capability of local school districts (LEAs) throughout the state to serve students with severe disabilities in general education settings; (2) design and propose revisions to funding and regulations to enhance LEAs to collaborate with regional public and private agencies; (3) design and propose interagency agreement models to formalize the provision of comprehensive educational and student support services; (4) expand inclusive teacher teacher-education-approved programs leading to certification in both general and special education; and (5) coordinate activities with related projects and agencies involved in the development and validation of most promising practices. Individual sections of this report describe the project's goals and objectives, major accomplishments, accomplishments by specific goals, problems encountered, education. (DB)

ED 457 628 EC 308 638

Bullock, Lyndal M., Ed.; Gable, Robert A., Ed.
Positive Academic and Behavioral Supports: Creating Safe, Effective, and Nurturing Schools for All Students. Highlights from the Forum on Positive Academic and Behavioral Supports (Norfolk, Virginia, February 18-19, 2000).
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Classroom Environment; Compliance (Legal); Discipline; *Educational Environment; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; Federal Legislation; Inclusive Schools; *Intervention
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Positive Behavioral Support

This document presents major presentations and conference highlights from a February 2000 conference on providing positive academic and behavioral supports to students with behavior disorders to maximize education in the least restrictive environment as required under the 1997 amendments to the Individuals with Disabilities Education Act. The texts of five presentations by keynote speakers are provided, which include: (1) "Creating Safe, Effective, and Nurturing Schools: New Opportunities and New Challenges for Serving All Students" (Mary Magee Quinn); (2) "Curricular and Instructional Recommendations for Creating Safe, Effective, and Nurturing School Environments for All Students" (Brenda Scheuermann); (3) "Establishing and Promoting Disciplinary Practices at the Building Level That Ensure Safe, Effective, and Nurturing School Environments" (Michael P. George); (4) "Establishing and Promoting Disciplinary Practices at the Classroom and Individual Student Level That Ensure Safe, Effective, and Nurturing Learning Environments" (Timothy Lewis); and (5) "Establishing School Environments That Ensure Positive Professional Relationships" (Lori Korinek). Highlights from the conference's dialogue groups address the following topics: practitioners' perspectives on positive academic and behavioral supports; promoting positive academic and behavioral supports across settings; improving academic and behavioral outcomes for students with emotional and behavioral disorders; redefining the structure and culture of schools; and violence in America. (Individual papers contain references.) (DB)

ED 457 629 EC 308 639

Bullock, Lyndal M., Ed.; Gable, Robert A., Ed.
Addressing the Social, Academic, and Behavioral Needs of Students with Challenging Behavior in Inclusive and Alternative Settings. Highlights from the Forum on Comprehensive Programming for a Diverse Population of Children and Youth with Challenging Behavior: Addressing Social, Academic, and Behavioral Needs within Inclusive and Alternative Settings (Las Vegas, Nevada, February 9-10, 2001).
PUB DATE- 01
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

a methodology to make observations of moral actions is discussed, along with contrasting paradigms of moral development. (Contains 17 references.) (CR)

ED 457 647 EC 308 659

Sewell, Angela Maynard; Balkman, Kathy
DNR Orders and School Responsibility.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Disabilities; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; Policy Formation; *School Responsibility; *Special Health Problems; *State Regulation
IDENTIFIERS- *Do Not Resuscitate Orders

This paper discusses the legal and ethical questions surrounding "Do Not Resuscitate" (DNR) orders in the school environment. It begins by reviewing federal and state case law that addresses the appropriateness of medical services and the responsibility of schools in terms of provision of medical services. The review finds that when medical-like services are provided, even in compliance with the pertinent standards, the person providing the services has potential liability should there be resultant injury to the student. Thus, if a DNR order is on file for a child with medical problems, there may be a liability issue for school personnel who do not comply with the order. The paper then considers court cases that have addressed the "right to die" and cases that have upheld the requirement for schools to comply with DNR orders. Key questions that arise from court rulings and the lack of clarity in regard to the parental right to promulgate a DNR order for a child are discussed, and state legislation addressing DNR orders is explored. The paper concludes that schools should develop policy and procedures to address the issue of DNR orders should an emergency arise in which DNR is of concern. (CR)

ED 457 648 EC 308 660

Do No Harm--High Stakes Testing and Students with Learning Disabilities.
PUB DATE- 01
NOTE- 53p.; Underwritten by LD ACCESS Foundation, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Accommodations (Disabilities); Court Litigation; Educational Assessment; Educational Legislation; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; *High Stakes Tests; *Learning Disabilities; Postsecondary Education; *Standardized Tests; *State Programs; Student Evaluation; Student Rights; Testing
IDENTIFIERS- Alaska; California; Oregon; *Testing Accommodations (Disabilities)

This report from a blue ribbon panel of experts convened by Disability Rights Advocates, Inc. and the Oregon Department of Education addresses the interplay between standardized examinations and students with learning disabilities. The report describes in detail the accommodations, alternate wider understanding of public school finance. It includes tables and figures listing revenue support trends and regulations. Topics cover school district financing prior to 1980, the "bucket-of-need" analysis of Arizona's equalized system for facility maintenance and operation, state aid, K-12 finance reform and Arizona's "equalized" system, and expenditures outside the budget limits. The guide also addresses the truth about taxation, offers recommendations on expenditures outside the school district budget limits, discusses funding issues for school construction and renovation, and explains charter school financing and revenue generation. The guide includes a glossary of terms and acronyms. Appendices contain a taxpayer commitment table and a description of the Arizona Tax Research Association. (GR)

ED 457 669 EF 005 990

Gutenko, Gregory
Trust No One: Protecting Your New Media Facility Construction from Architectural and Engineering SNAFUS.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Media and Technology in Education in Canada (AMTEC) (Ottawa, Ontario, Canada, June 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construction Management; *Educational Facilities Improvement; Higher Education; *School Construction; State Universities
IDENTIFIERS- Errors; *Media Laboratories; *University of Missouri Kansas City

This paper details typical construction errors that occurred during the building of new media laboratories at the University of Missouri at Kansas City. Also defined are the steps and guidelines that need to be taken to protect specialized media facility designs and specifications from compromise or deletion by general project architects, engineers, and contractors. (GR)

ED 457 670 EF 005 995

Long-Range Facilities Master Plan, 1999-2013, for San Diego City Schools.
SPONS. AGENCY- San Diego City Schools, CA.
PUB DATE- 99
NOTE- 203p.; Prepared by HMC Architects, San Diego, CA.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Improvement; *Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; Guidelines; *Master Plans
IDENTIFIERS- *San Diego County Department of Education CA

This document describes the steps taken by the San Diego City Schools to determine existing and future needs, to establish guidelines and standards for the future, and to develop an implementation plan to provide the district's students with the best facilities possible in order to optimize the learning environment. The plan reports that enrollment will increase by 13,400 students in the next five years. Overall costs of immediate facility improvements and new schools total $1.51

of a series of site reports on language education in different parts of Australia, including language maintenance via community controlled schooling (the case of Arabic in New South Wales); language maintenance via mainstream schooling (the cases of Khmer in Western Australia and Chinese and Italian in Victoria); and language maintenance via revitalization and revival (the cases of Noongar and Yindjibarndi, also in Western Australia). Part C is a cost benefit analysis of the various programs. Part D is a resource kit for establishing community language programs, with numerous organizational and individual points of contact. (Contains 51 references.) (KFT)

ED 457 693 FL 026 918

Virtanen, Tuija, Ed.; Maricic, Ibolya, Ed.
Perspectives on Discourse: Proceedings from the 1998 and 1999 Discourse Symposia at Vaxjo University. Acta Wexionesia, No. 2.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Processes; Computer Mediated Communication; Contrastive Linguistics; Cross Cultural Studies; *Discourse Analysis; English; Language Research; *Linguistics; Narration; Pragmatics; Public Speaking; Sentence Structure; Speech; Swedish; Syntax; Uncommonly Taught Languages

This volume brings together the majority of lectures and papers presented at the 1998 and 1999 discourse symposia at Vaxjo University. Part one, "Four Perspectives on Discourse," offers a matrix perspective on narrative, a cross cultural perspective on academic rhetoric, a cognitive perspective on informational discourse, and a construction perspective on speech and writing. Part two, "Four Studies of Discourse Phenomena," offers a study on television teaching programs, the role of prosody in signaling topic shift in public speaking, sentence openings in English and Swedish texts, and the move structure of computer mediated genre. Paper titles include the following: "A Matrix Perspective on Narrative Text" (Michael Hoey); "Exploring Linguistic Differences in Academic Cultures" (Anna Mauranen); "Pauses and Hierarchical Text Structure: A Study of Discourse Production Processes" (Joost Schilperoord); "An Alternative View of Stored Linguistic Knowledge and Its Relevance to Test Composition" (Beatrice Warren); "Towards a Model of Rhetoric" (Rowena Jansson); "On the Role of Characterization of Prosody in Perceptions of Discourse Topic Boundaries in Professional Monologue" (Bryan Mosey); "Sentence Openings In English and Swedish: A Contrastive Pilot Study" (Mikael Svensson); "Queries on the Linguist List: A Move-Structure Analysis of Computer-Mediated Genre" (Tuija Virtanen and Ibolya Maricic). (KFT)

ED 457 694 FL 026 919

Cenoz, Jasone, Ed.; Hufeisen, Britta, Ed.; Jessner, Ulrike, Ed.
Cross-Linguistic Influence in Third Language Acquisition: Psycholinguistic Perspectives. Bilingual Education and Bilingualism 31.
PUB DATE- 01
NOTE- 202p.; Bilingual Education and Bilingualism 31.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Age; Error Analysis (Language); German;

Education; *Medical Students; *Minority Groups; Models; *Prediction; *Professional Education; Program Effectiveness
IDENTIFIERS- United States Medical Licensing Examination

This study attempted to build the best fitting prediction model, with high predictive validity, for success at a minority professional school. The resulting model could be used to document the effectiveness of academic programs and applicant screening. Data for 216 medical students from the college were used to evaluate the usefulness of the United States Medical Licensure Examination (USMLE) Step 1 pass status and test scores for this purpose. The USMLE models were constructed through the application of logistic and linear regression models. These models appeared reasonable and workable for the college because the significant predictors, the Medical College Admission Test (MCAT) scores, medical school freshman grade point average, sophomore course performance, and financial aid work-study dollars, were identified and included in the prediction equation. The measure of model goodness of fit and the overall prediction accuracy of the USMLE mode were reasonably high, and the assessment of the underlying assumptions of linear regression showed that linearity, normality, and independence were not violated. Ranking the predicted USMLE Step 1 scores and pass/fail status for prospective test takers, the administrators of the medical school could identify a small group of potential at-risk students and enable them to participate in mandatory board review or tutorial programs. Medical students themselves could use the prediction results to determine the optimum time to take the licensure examinations. (Contains 4 tables and 11 references.) (Author/SLD)

ED 457 715 HE 034 361

Weir, Annie
External Quality Assurance of New Zealand Tertiary Education Providers Matters: Life Jacket or Strait-Jacket? AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Foreign Countries; *Postsecondary Education; Program Evaluation
IDENTIFIERS- *New Zealand; *Quality Assurance

The reality of external academic/quality audit has arrived for all tertiary education providers in New Zealand under the umbrella of the New Zealand Qualifications Authority. This paper reviews the development over the past decade of external quality assurance of tertiary providers by quality assurance authorities and their associated bodies. The methodology included a literature review of the key influences and features of external quality assurance in the tertiary sector and an examination of the impact of external quality assurance processes on the development and delivery of courses and qualifications offered by the Open Polytechnic of New Zealand. The two main findings are that: (1) the development of external quality assurance of tertiary providers by quality assurance authorities and their associated bodies has been evolutionary and controversial; and (2) as a result of responding to the

ED 457 736 HE 034 389

Milam, John H., Jr.
Knowledge Management (KM): A Revolution Waiting for IR. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Higher Education; *Institutional Research; *Research Utilization
IDENTIFIERS- *Knowledge Management

This paper shares a vision of the future of institutional research (IR) for the 21st century, in which institutional researchers learn to see themselves as the critical knowledge workers in the higher education industry. To take on this role, IR needs to: (1) understand the concepts of knowledge management (KM); (2) use new tools to meet the onslaught of information requests; (3) incorporate personal knowledge management; (4) view networking as a way of life; (5) help transform management by the use of stories in decision making; and (6) take risks and become data entrepreneurs and "infomediaries." (Contains 32 references.) (Author/SLD)

ED 457 737 HE 034 390

Delaney, Anne Marie
Institutional Researchers: Challenges, Resources and Opportunities. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Educational Policy; Higher Education; *Institutional Research; *Researchers; Surveys

This paper presents the results of a study that investigated challenges institutional researchers encounter in their careers, resources for coping with these challenges, and the impact of the challenges on engagement in policy. Data were from a mailed survey sent to 304 institutional researchers in the northeastern United States to which 221 replied (73%). Results identify concerns about the amount of work, limited opportunity for advancement, and producing quality work within time constraints as the most prevalent challenges. However, those who have a mentor, strong professional network, and an independent job structure can meet such challenges more effectively and engage in policy development. (Contains 4 figures, 2 tables, and 10 references.) (Author/SLD)

ED 457 738 HE 034 391

Abou-Sayf, Frank K.
A Quantitative Approach To Improve Classroom-Space Utilization. AIR 2001 Annual Forum Paper.

undergraduate institution, and the master's degree grade point average are useful in predicting doctoral degree completion in educational administration. Of these, the most significant predictor was conferral of the specialist degree, and the overall prediction rate dropped slightly when the specialist degree was eliminated from consideration. (Contains 11 tables and 28 references.) (SLD)

ED 457 760 HE 034 415

Hill, Brandon D.
The Issue of the Homosexual Student on the Christian College Campus.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Christianity; *College Students; Higher Education; *Homosexuality; Religious Education; Student Attitudes; *Student Personnel Workers

A difficult issue for student affairs professionals at Christian colleges is homosexuality. It is important for Christian student affairs professionals to understand the unique issues homosexual students face, develop programming and resources for homosexual students, and determine appropriate institutional responses to infractions of college rules concerning homosexuality. There is disagreement within the Christian community about the sinfulness of homosexual orientation or practice. Public colleges and universities have recently developed a more tolerant and accepting view of homosexuals on campus in keeping with the U.S. Constitution, which emphasizes equality. At many Christian colleges, an atmosphere of fear and intolerance prevails. Many such colleges need to rethink their culture and policies regarding homosexuality. The challenge for them is to create a positive atmosphere without compromising the lifestyle expectations of the Christian church. (Contains 20 references.) (SLD)

ED 457 761 HE 034 416

Hill, Brandon D.
Factors Influencing Underrepresented Minority Student Leadership on a Predominantly White Christian Campus.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Christianity; *College Students; Higher Education; Hispanic American Students; *Participation; Religious Education; Student Attitudes; *Student Leadership

The factors influencing minority students to apply for or run for student leadership offices at a predominantly white Christian college were studied. Four African American and two Hispanic American students in leadership positions at the college were asked about the reasons they applied for the leadership position and support or obstacles they encountered. Their responses suggest that minority students will become involved in leadership opportunities that create a sense of belonging for themselves and others, build a caring and accepting community, and foster deep intimate relationships. The findings also indicate that even on campuses where there are no negative

DESCRIPTORS- *College Faculty; *Educational Change; Educational Environment; Educational History; *Higher Education; *Institutional Characteristics; *Student Attitudes

In 1961 a series of articles in "Harper's" magazine attracted national attention with its appraisal of campus life in the United States. Published in book form, David Boroff's views of U.S. colleges found more readers and an attentive audience among college faculty members. Boroff's reports on 10 well selected colleges confirmed the suspicions of many faculty members that all was not well in the U.S. higher education system. Boroff told his readers what college was like in the 1950s and predicted great changes in the next decade. It cannot be inferred that the stage for student protests was set by the "stupefying boredom" Boroff found on 1950 campuses, but it must be admitted that the challenges he posed for educators were relevant. (SLD)

ED 457 783 HE 034 442

Mississippi IHL System Profile: A Report from the Board of Trustees of State Institutions of Higher Learning.
PUB DATE- 01
NOTE- 50p.; Prepared by the Office of Research & Planning in cooperation with the Office of Finance and Administration and the Office of Student Financial Aid. For the 2000 report, see ED 440 583.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Degrees (Academic); *Educational Finance; *Enrollment; *Financial Support; Graduation; *Higher Education; Institutional Characteristics; Profiles; State Programs; Tables (Data); Teacher Salaries
IDENTIFIERS- *Mississippi

Through a series of tables, this document presents a profile of the system of higher education in Mississippi. The first section focuses on finances, with tables portraying the history of funding for higher education in Mississippi, appropriations per student, faculty salaries, and information on operating budgets and tuition and fees. The next section covers enrollment, graduation rates, and degrees, providing data by race, gender, residence, and age. A section on appropriations for fiscal year 2001 compares appropriations for 2001 and the previous fiscal year and presents information on the allocation of funds and the total operating budgets. The next section contains the budget request for fiscal year 2002, and the final section contains tables of data related to student financial aid, including scholarships and grants for teachers. (Contains 36 tables.) (SLD)

ED 457 784 HE 034 443

Strategic Plan To Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education. 2001 Annual Report.
PUB DATE- 01
NOTE- 30p.; For the 1994 annual report on the strategic plan, see ED 378 874.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Cultural Pluralism; Diversity (Faculty); *Diversity (Student); *Equal Education; Ethnic Groups; Higher Education; Minority Groups; Public Colleges;

ED 457 804 HE 034 471

Price, Derek V.
Student Loan Forbearance and Its Relationship to Default. Synopsis: Higher Education Research Highlights.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Loan Default; Loan Repayment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Loan Forbearance; Stafford Student Loan Program

As the number and volume of student loans increase nationally, lenders and policymakers look more closely at the use of loan forbearance. This paper examines whether forbearance really cuts the risk of loan default by reporting on a study of more than 9,800 Stafford loans in forbearance in December 1996. That research shows that the default rate for loans in forbearance was similar to the overall loan default rate for the Federal Family Education Loam Program. The length of time in forbearance reduced the risk of borrower default. Forbearance may have saved 4% in potential loan default costs by enabling some borrowers to repay their loans in full. Borrowers who defaulted were likely to have attended less than four-year institutions. Among loan defaults, forbearance reduced the loss to taxpayers by at least 4%. Forbearance, however, substantially increased repayment costs for borrowers who capitalized interest. (SLD)

ED 457 805 HE 034 472

Baskan, A. Gulsun; Ercetin, S. Sule
Personal and Organizational Visions of the Deans in Turkish Universities for the New Millennium.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Educational Change; Foreign Countries; *Futures (of Society); Higher Education; *Values
IDENTIFIERS- Learner Centered Instruction; *Turkey

This study was part of a larger study of the visions of deans in Turkish universities for the millennium. Data were collected from 449 of the 490 deans at different faculties of Turkish universities. The questionnaire contained 11 questions related to the personal and organizational vision of the deans. Deans identified 53 different proficiencies they had, and suggested 45 proficiencies they wanted to develop. They identified 44 different professional values and 27 different things they would like to change. Overall, deans defined the educational environment in their universities as "dynamic" and "developing." Survey responses indicate that deans have an important potential role in sustaining the learner-centered and learning universities of the 21st century. The personal visions of the deans were similar to the ideals identified as associated with learner centered universities. Top managers must provide necessary support and conditions so that deans in Turkish universities can work toward the ideal. (SLD)

ED 457 806 HE 034 473

computing course from the SITE (Society for Information Technology & Teacher Education) 2001 conference: "Using a Flexible Format To Create a Constructivist Learning Environment in the Educational Computing Course" (Wren M. Bump); "Technological Diversity: Managing Differing Technology Skills in the EdTech Course" (David C. Byrum); "Contextual Experiences: The Revision and Implementation Process of an Information Technology Course for Master Teachers" (Wanda I. Carrasquillo-Gomez and David K. Stokes); "Comparison of Face-To-Face, Semi-Online, and Fully Online Approaches for Introduction to Educational Technology Courses for Educators" (Cathy Cavanaugh and others); "Redesigning an Educational Computing Course To Meet New National and State Technology Initiatives" (Linlin Irene Chen); "Technology--Stand Alone or Integrated?" (Sue Espinoza and others); "The Anatomy of an Educational Technology Seminar" (Sebastian Foti); "Technology Education and Integration: A Position Paper on Attitude, Perspective and Commitment" (Jerry P. Galloway); "Traeger Technology Target: Completing the Circle of Community" (Penny Ann Garcia); "On-Line Exams: Design, Development and Implementation" (Taralynn Hartsell and Steve Chi-Yin Yuen); "Using Anchored Instruction To Teach Preservice Teachers To Integrate Technology in the Curriculum" (Mumbi Kariuki and Mesut Duran); "Challenges to Currency in the Educational Computing Course" (Kathy A. Sisk); "Architecture of a Cooperative Hypermedia" (Lafifi Yacine); "Freeing the Monkeys: Making the Ed Tech Course More than Learning To Push Buttons" (Daniel Laughlin and Sarah Irvine-Belson); "Surfing Safely with Social Navigation" (Bruce Lewis); "Collaborative C4ommunities Think about Technology in Education: A Web-Based Constructivist Course Model for Pre-Service Teachers" (Sharon Murray); "Revising an Educational Computing Course To Meet the National Educational Technology Standards (NETS): A Process of Reflective Teaching" (Aileen Nonis and Blanch O'Bannon); "Enhancing Educators' Computer Learning with the Emerging Technology" (Alex C. Pan); and "A Collaborative Course Portfolio: The Core Curriculum of a Core Course" (Catherine C. Schiffer). Most papers contain references. (MES)

ED 457 825 IR 020 895

Tollett, John R., Ed.
Educational Leadership. SITE 2001 Section .
PUB DATE- 01
NOTE- 115p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Administration; *Educational Technology; Higher Education; *Instructional Leadership; *Leadership Training; Teacher Education; Technology Integration
IDENTIFIERS- Technology Utilization

This document contains the following papers on educational leadership from the SITE (Society for Information Technology & Teacher Education) 2001 conference: "Electronic Curriculum Development and Assessment" (Kevin M. Anderson and Cindy L. Anderson); "The Dilemma of Teacher Training" (Alfred Bork); "Technology and Higher Education Administration" (Ray Braswell and Marcus Childress); "Implementing an Instruction Management

System: Final Report" (Ray Cafolla and Perry Schoon); "E3-Learning: More than On-Line Education" (Roger Carlsen and others); "Preparing Educational Leaders To Cultivate the Meaningful Use of Instructional Technology: Beyond Budgets and Basic Training" (Margaret Cassidy); "Leading Academic Change--Through Connective Leadership and Learning" (Manoj Chandra-Handa): "Accountability, Technology, Flexibility: Ensuring Student Success" (Kathryn Floyd and others); "Community Innovations for SITE: Who Is Doing What with Clearinghouses and On-Line Tools Development? (David Gibson and others); "The Role of School Administrators in the Process of Effectively Integrating Educational Technology into School Learning Environments: New Research from the Mid-West" (Ian W. Gibson); "Instructional Technology as a Support System for Principal Certification" (Cathy C. Kaufman); "Managing Change to Flexible Learning Using Online Technologies: Bridges To Cross, Lessons To Learn" (Marie Kavanagh); "Webfolios: Authentically Assessing Prospective Educational Leaders on the Web" (Lori Kim); "Three Roads Diverged and We Took All Three" (Hilarie B. Davis and others); "Software Agents for Distance Education and Institutional Support" (Theresa Lang); "System-Wide Planning for Technology in Teacher Education: Lessons Learned at the University of Wisconsin System" (Dana Nelson); "The Relationship between Leadership, Self-Efficacy, Computer Experience, Attitudes, and Teachers' Implementation of Computers in the Classroom" (David M. Piper and Wenfan Yan); "A Multimedia Design for Leadership Training: From Process to Product" (Hanadi Saleh and Roberta K. Weber); "Models of Technology Leadership in U.S. Schools" (Mary B. Shoffner); "Infusing Technology into Leadership Development" (Helen Sobehart and others); "Move to the Top of the Class: A Comprehensive Technology Staff Development Program" (Connie Swiderski); "The Information Revolution and the Future Role of Educators" (Michael Szabo); "Wanted: A Miracle Worker--A Consideration of Some Issues Arising from the Leadership of Entrepreneurial Activity in Information and Communications Technology in an Academic Setting" (Lynne Walker); "Emerging Careers in Instructional Technology" (Shirley Waterhouse). Most papers contain references. (MES)

ED 457 826 IR 020 896

Willis, Dee Anna, Ed.
Electronic Portfolios. SITE 2001 Section .
PUB DATE- 01
NOTE- 54p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures contain very small and illegible font and cut-off text.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Higher Education; *Portfolios (Background Materials); Teacher Education; *Technology Integration
IDENTIFIERS- *Electronic Portfolios; Technology Utilization

This document contains the following papers on electronic portfolios from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Portfolios: The Plan, the Purpose, a Preview" (Val Christensen and others); (2) "Electronic Portfolios (EP): A How To Guide" (Jerry P. Galloway); (3) "Electronic Portfolios: A Glimpse into a Child's Education" (Claire Smith Hornung); (4) "Electronic Portfolios:

IDENTIFIERS- Technology Utilization; Virtual Communities

This document contains three papers on simulation from the SITE (Society for Information Technology & Teacher Education) 2001 conference. "Simulations in the Learning Cycle: A Case Study Involving 'Exploring the Nardoo'" (William M. Dwyer and Valesca E. Lopez) presents a study of middle school students using a CD-based simulation program, "Exploring the Nardoo," in all phases of the learning cycle. "A Pilot Study of the Web-Based Environmental Simulation" (Tago Sarapuu and Margus Pedaste) presents a three-week pilot study in which nine groups of students from three different schools passed five virtual communities of the World Wide Web-based simulation "Hiking across Estonia." "The LPII Simulation: A Lesson-Planning Tool for Preservice Teachers" (Harold R. Strang and Ronald J. Clark) describes the key features of the LPII, a Visual Basic simulation designed to help preservice teachers gain insights in planning effective lessons for both motivated and unmotivated students. All of the papers contain references. (MES)

ED 457 839 IR 020 909

White, Cameron, Ed.
Social Studies. SITE 2001 Section .
PUB DATE- 01
NOTE- 38p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Social Studies; Teacher Education; Technology Integration; World Wide Web
IDENTIFIERS- Technology Utilization; Web Based Instruction

This document contains the following papers on social studies from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Teacher's Guide to the Holocaust: An Extensive Online Resource for Teachers" (Ann E. Barron and others); (2) "Preparing a Virtual Field Trip To Teach Value of Community and Sense of Place" (Candy Beal); (3) "Weaving a Collective Text: A Cooperative Experience" (Cleci Maraschin and others); (4) "Developing an Understanding of the Social Studies through Technology-Rich Quest Projects" (Gregory A. Coverdale); (5) "StarFestival: A Multilinear Approach to Cultural Identity" (Kari Heistad and Shigeru Miyagawa); (6) "Using Presidential Candidate Web Sites for K-12 Lessons" (James S. Lenze); (7) "Technology and Social Studies Teacher Education--Results from a National Survey" (Cheryl Mason and others); (8) "Web-Based Delivery of a Generic Research Methods Modules (for Social Sciences): The Graduate and Post-Graduate Experience" (Robert J. McClelland); and (9) "Multimedia Resource File: A Practical Project for Preservice Teachers" (Leah P. McCoy and others). Most papers contain references. (MES)

ED 457 840 IR 020 910

Braswell, Ray, Ed.
Special Needs. SITE 2001 Section .

dollars equipping their schools with the latest technologies, but often without a thoughtful plan of how their use would impact learning and teaching. What is important is how the technology is integrated with the instructional program. To ensure that technology dollars have an impact on students, staff, and the community, districts and schools must develop a thoughtful technology plan. Technology plans that help districts and schools to use technology effectively include the following steps, which are discussed in detail: (1) Create a Vision; (2) Involve All Stakeholders; (3) Gather Data; (4) Review the Research; (5) Integrate Technology into the Curriculum; (6) Commit to Professional Development; (7) Ensure a Sound Infrastructure; (8) Allocate Appropriate Funding and Budget; (9) Plan for Ongoing Monitoring and Assessment; and (10) Prepare for Tomorrow. A list of suggested online resources is provided. (AEF)

ED 457 859   IR 058 316

Hayes, Charles
A Three-Year Lesson Plan for Elementary and High School Library Centers for the Chicago Public Schools.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Educational Development; Educational Objectives; *Educational Planning; Educational Resources; Elementary Secondary Education; *Learning Resources Centers; Lesson Plans; Program Development; Public Schools; *School Libraries
IDENTIFIERS- Chicago Public Schools IL

Martin Luther King, Jr. Elementary School (Chicago, Illinois) is an urban open door public school serving a population with diverse economic, educational, and ethnic backgrounds. The school is committed to translating the philosophies of Dr. King into an educational environment that includes innovative instructional strategies tailored to the individual needs of each student. These strategies include a variety of educational programs and student support systems designed to maximize each student's ability to establish and achieve realistic educational and vocational goals. This goal will be realized in 3 years by conducting the learning/instruction process in the library center. There are three categories into which most instructional objectives fall: psychomotor, affective, and cognitive. The primary aim of this 3-year instruction program is to reach the cognitive domain category. This paper outlines the 3-year lesson plan for elementary and high school library centers. The first part of the paper focuses on Year Zero, and, following the mission statement, discusses: strategies; maintenance and evaluation; budget-print and equipment (year one); materials and equipment replaced; staff; spacing and seating; classroom instructions and assignments; and orientation. Then, the three stages of the 3-year lesson plan are outlined, with functions for each phase. In Stage 1, Define, functions include identifying the problem, analyzing the setting, and organizing management. Stage 2, Develop, includes identifying objectives and specifying methods. Stage 3, Evaluate, consists of testing the prototype. (AEF)

ED 457 860   IR 058 318

of the college's academic programs. Thirty employers responded. Results indicated that: (1) more than 80% rated graduates as either "excellent" or "good" in each of the six job performance categories--technical job skills, quality of work, quantity of work, attitude toward work, cooperation with peers, and cooperation with supervisors; (2) three of four employers rated graduates as either "excellent" or "good" in four of the general skills categories (math 91%; speaking 82%; logic 80%; research 77%); (3) in the writing skills category, more than 70% of employers rated graduates as "excellent" or "good"; (4) in the category of occupational training and education, more than 90% of employers rated PVCC as either "excellent" or "good"; (5) in terms of the general education PVCC provided to the 1998-1999 graduates, 95% of employers rated the college as "excellent" or "good"; and (6) overall, employers are satisfied with the job performance and general skills of the 1998-1999 graduates. Appended are the survey results, job titles of graduates and participating employers, employer comments, and the survey instrument. (EMH)

ED 457 878 JC 010 623

Blair, Donna; Phinney, Lisa; Phillippe, Kent A.
International Programs at Community Colleges. AACC Research Brief.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Business Education; *College Curriculum; *Community Colleges; Cultural Influences; Cultural Pluralism; Faculty Recruitment; Foreign Students; *Global Approach; *Global Education; *International Education; International Programs; *International Studies; Multicultural Education; Two Year Colleges

The American Association of Community Colleges conducted a year 2000 survey that was designed to determine the involvement of U.S. community colleges in international programs and services. The survey was a follow-up to a 1995 survey in the same areas. International services and programs, for the purposes of the study, are defined as programs and activities designed to increase global awareness in the college community and to support the process by which students prepare for successful integration into a multicultural and interdependent world. The survey was sent to 1,171 community colleges, with 307 colleges responding, for a response rate of 26%. Because of this low response rate, readers are advised against applying the findings nationally. Highlights of the 2000 survey results include: (1) 82% of the responding colleges reported having international components in their courses, compared with 40% in 1995; (2) the number of colleges with international business programs grew from 23% in 1995 to 60% in 2000; (3) 83% of colleges reported sponsoring activities to promote global awareness on campus and in the community, compared with 43% in 1995; (4) colleges are increasingly recruiting international students; and (5) 44% of colleges reported recruiting or hiring faculty and staff from another country or with international experience. (NB)

ED 457 879 JC 010 624

Data and Characteristics of the Illinois Public Community College System.

Outcomes of Education; *Student Characteristics; Transfer Rates (College); Two Year Colleges

This paper discusses recent trends and issues in community colleges, such as dual enrollment, reverse transfer, post-college earnings, and student involvement and experiences within community colleges. It also provides statistics on minority, female, and nontraditional student enrollment, transfer rates, and student success. Highlights include: (1) enrollment in community colleges between 1965 and 1996 increased by 369%; (2) enrollment between 1996 and 2008 (a period known as Tidal Wave Two) is expected to increase by approximately 10 percent; (3) minority enrollment increased from 24% to 32% between 1990 and 1997; (4) age is a selection factor in nearly one-third of community colleges, and about half use test scores and "ability to benefit" as admission criteria; (5) 66% of 87,000 students surveyed reported that their original goal in entering community college was to earn either a certificate/degree or transfer credit to a four-year institution; (6) community colleges enroll 44% of all college students; (7) women compose 58% of community college enrollees; (8) national transfer rates have clustered consistently around 22% since 1984; (9) 20- to 24-year-old students had the highest withdrawal rates, while students aged 60 to 64 had the lowest; and (10) the number of high school students enrolling in two-year colleges increased from 96,913 in 1993 to 123,039 in 1995. Contains 52 references. (EMH)

ED 457 899 JC 010 650

Zopf, Deborah; Smyrski, Larry
Pre-Education Programs: A Comprehensive Project at Henry Ford Community College.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Community Programs; Cross Cultural Training; Educational Improvement; Elementary Education; Mathematics Skills; Outreach Programs; *Partnerships in Education; *Preservice Teacher Education; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- *Henry Ford Community College MI

This document presents an overview of a four-year comprehensive pre-education project at Henry Ford Community College (HFCC) in Michigan. To meet the needs of school districts that preferred a 32-credit certificate program as well as districts that preferred a 60-unit associate degree, HFCC employed a career-ladder approach: A 32-credit Educational Paraprofessional Program providing fundamental content and interactive courses was the first step for students. This program can be terminal or it can lay the foundation for the 60-credit associate degree in pre-elementary education. This, in turn, can be applied to a bachelor's degree in elementary education. This paper also documents the process of finalizing curricula for the programs, especially in the area of mathematics. This subject was expanded into three primary areas/courses, to increase students' understanding of basic mathematical concepts. The college wanted to ensure that students not only had the opportunity to master the content, but that they were also exposed to it in a manner that modeled good teaching and learning practices. HFCC's collaborations with Eastern Michigan University, the University of Michigan, and the Detroit Public between learning communities and stand-alone courses in these areas. However, results from student evaluations of the instructor, based on a learning community survey (n=222), focus group interviews with learning community students, and interviews with instructors who taught both learning community and stand-alone classes revealed a very strong preference for the learning experienced in learning communities. This proved higher for second-year nontraditional students than it did for first-year traditional students. Women slightly preferred learning communities more than men did. The researcher concludes that learning communities are no panacea for all learners, yet the quality of the learning and teaching experience does suggest inclusion in the curricula at these two colleges. Appendices include final grade roster analysis, the student survey, and interview questions for instructors of paired courses. (Contains 84 references and 77 graphs.) (EMH)

ED 457 919   JC 010 676

Lash, Christine F.
Athena's Daughters: Women's Perceptions of Mentoring and the Workplace.
PUB DATE- 00
NOTE- 134p.; Doctoral Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges; *Epistemology; Higher Education; Interpersonal Relationship; *Mentors; Two Year Colleges; *Women Administrators
IDENTIFIERS- *Egan (Kieran)

The purpose of this study was to determine if Egan's theory of women's mentoring styles, and related attitudes toward mentoring and the workplace, generalize to women in higher education administration and to women of color. Egan's theory of women's mentoring, based upon the epistemologies conceptualized by Belenky, Clinchy, Goldberger, and Tarule, posit five epistemological levels. A survey instrument designed to assess epistemological level, workplace and mentoring attitudes, and to gather demographic data was mailed to 290 women Chief Executive Officers of community colleges in the United States. There was a 40% response rate. Factor analysis revealed two epistemological levels in this group of women; however, attitudes toward mentoring were not statistically different between the two levels. No statistically significant differences were observed between white women and women of color in epistemological level or in attitudes about mentoring and the workplace. The results of this investigation do not support Egan's mentoring theory and its potential to generalize to women in different professions and to women of color. It is recommended that this study be replicated with respondents from a variety of administrative levels in a variety of fields to assess the efficacy of Egan's theory for explaining differences in the mentoring experiences and workplace attitudes of working professional women. (Appendices include the survey instrument, various scaled items, and a comparison of cluster loadings. Contains 154 references and 19 tables.) (Author/EMH)

ED 457 920   JC 010 677

Career Placement and Graduate Transfer Report, 2000.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English

ED 457 939 JC 010 698

Everett, James D.
The Relationship between Communication Apprehension and Community College Student Success.
PUB DATE- 99
NOTE- 110p.; Ed.D. Dissertation, University of Missouri-Columbia.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; College Freshmen; *Communication Apprehension; *Community Colleges; *Grade Point Average; Predictor Variables; Student Attitudes; Success; Two Year Colleges
IDENTIFIERS- *Personal Report of Communication Apprehension

This study focuses on determining the relationship between communication apprehension and factors of student success for first-semester community college students. It specifically examined the relationship between levels of students' communication apprehension as determined by the Personal Report of Communication Apprehension, and indicators of student success as measured by grade point average (GPA), class completion, and persistence to enroll the next semester. The study's results pointed to variables that indicated student success. One analysis identified variables that predict academic performance as measured by GPA. It found that completion ratio, age, and gender were significant in explaining approximately 25% of the variance of academic performance. A second analysis identified variables that predicted persistence as measured by enrollment in the subsequent semester. It found that completion ratio, GPA, and age were significant in explaining approximately 80% of the variance of persistence. There was no indication of a significant relationship between communication apprehension and any of the academic or demographic variables. This finding contradicted some studies performed at four-year institutions. It is recommended that further studies of communication apprehension be pursued that specifically take into consideration the activities and processes used by an institution. (Contains 16 tables, four illustrations, one appendix, and 112 references.) (Author/KP)

ED 457 940 JC 010 699

Summers, Michael David
Enrollment and Registration Behaviors as Predictors of Academic Outcomes for Full-Time Students in a Rural Community College.
PUB DATE- 00
NOTE- 206p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Correlation; *Enrollment; Grade Point Average; *Predictor Variables; *Student Behavior; *Student Characteristics; Two Year College Students; Two Year Colleges

This study investigated relationships between community college student characteristics, student enrollment and registration behaviors, and academic outcomes. The study examined five student characteristic variables: student age, gender, ethnicity, academic intent, and financial aid eligibility; four enrollment and registration variables: when students initially enroll and how many, what types of, and when changes were made

Attitudes; Role of Education; School Role; *Teacher Attitudes; Young Children
IDENTIFIERS- Australia

This study used structured interviews to examine the views of 101 South Australian immigrant families, grouped by country of origin, concerning their educational expectations for their children ages birth to 8 years. The overall research questions were: (1) What are the parental expectations of immigrant groups for the early education of their children? (2) How do these educational expectations differ and are there commonalities across the selected groups? (3) What are early childhood teachers' educational expectations for the children they teach? and (4) What are the areas of congruence or difference between the expectations of parents and teachers? The findings indicated differences between groups and between parents and teachers in the importance placed on early childhood education, preparing the child for school, helping the child's social and emotional growth, helping the child's moral growth, helping the child to care for the environment, and helping the child adjust to school (social aspect). (EV)

ED 457 960 PS 029 735

Burbank, John R.; Wiefek, Nancy
The Washington State Early Childhood Education Career Development Ladder. Policy Brief.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; *Child Care Occupations; *Child Caregivers; Compensation (Remuneration); Day Care; Early Childhood Education; Guaranteed Income; Program Descriptions; Wages
IDENTIFIERS- *Washington

This policy brief discusses the Early Childhood Education Career Development Ladder being implemented in Washington State. The initiative institutionalizes a career ladder with wage increments based on experience, job responsibility, and relevant education with a unique mix of public and private funding. The brief builds a case for the career ladder by exploring the role of child care in society and flaws in the current system of compensation for early childhood workers. Following an executive summary, contents are: (1) "Background: Our Need for Quality Child Care," including "The Context of Work and Family" and "The Child Care Workforce: Low Wages and High Turnover"; (2) "Quality Early Childhood Education Teachers Create the Foundation for Quality Care and Education," including "Brain Research, Early Learning, and Preparedness for K-12 Schooling"; (3) "Current Public Investments in Child Care," including "The Market Is Not the Solution," and "Child Care Wage Stagnation: A Discussion of Wage Discrimination, Market Failure, Public Goods, and Merit Goods"; (4) "A Supply Side Solution: The Early Childhood Education Career Development Ladder," including "The Washington State Career Development Ladder Project," "How the Career Ladder Works," "A Pilot Project Developed from Best Practices," "The Status of the Career Ladder," "The Career Ladder Enhances Teachers' Economic Security," and "Unionization and Professionalization"; and (5) "Public Support for Public Funding for a Public Good," including "The Dignity of Work and American Values." The paper's appendix contains the career ladder matrix. (Contains 80 endnotes.) (EV) completed anonymously by students; (2) students' postings on the class's electronic bulletin board; (3) reflections from students about their experiences in the collaborative research process; and (4) responses to an exam question in which students were asked to critically review what they had learned about themselves as researchers and the research process. Findings revealed the following themes: (1) learning as negotiating meaning from experience; (2) learning as "becoming"; (3) learning as enhancing practice; and (4) learning as social practice and belonging to a community. While the students reported many benefits to the technology-supported collaborative learning, pitfalls were also present in the form of communication difficulties, ineffective use of time, and equity issues. (EV)

ED 457 979 PS 029 819

Sumsion, Jennifer
"Bad Days Don't Kill You; They Just Make You Stronger": A Case Study of an Early Childhood Educator's Resilience.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Coping; *Influences; Interviews; Preschool Education; *Preschool Teachers; *Resilience (Personality); Stress Management; Teacher Characteristics
IDENTIFIERS- Career Resilience

This case study used in-depth conversational interviews and careful reading of a professional portfolio to explore the basis of one early childhood educator's resilience. The study uncovered influences contributing to her resilience and enabling her to thrive professionally despite difficult circumstances. These influences are: (1) personal qualities (self insight, leadership skills, risk taking and perseverance, macro perspective, self preservation); (2) contextual features (support network, having a mentor, ongoing professional development opportunities; and (3) interplay between personal qualities and contextual features (teaching as inquiry, teaching as connectedness, appreciation of the "bigger picture"). The findings were consistent with conceptualizations of resilience as a complex and multidimensional phenomena. (Contains 29 references.) (EV)

ED 457 980 PS 029 820

Henchy, Geri; Weill, Jim; Parker, Lynn
WIC in the States: Twenty-Five Years of Building a Healthier America.
SPONS. AGENCY- General Mills Foundation, Wayzata, MN.
PUB DATE- 99
NOTE- 78p.; Prepared with assistance from Marisa Cheung.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; History; Infant Mortality; Infants; Mothers; *Nutrition; *Participation; *Tables (Data)
IDENTIFIERS- *Women Infants Children Supplemental Food Program

This report is one in a series by the Food Research and Action Center celebrating the achievements of the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) in its 25-year history. The report documents the growth in WIC

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Economically Disadvantaged; Educational Quality; *Language Acquisition; Preschool Children; *Preschool Education; *Program Evaluation

The implementation of a comprehensive reform model for early childhood programs, Curiosity Corner, developed by the Success For All Foundation at the request of the New Jersey Department of Education, is evaluated in this study. The program was implemented in 27 child care and preschool classes in 4 high poverty urban areas and outcomes were compared to those of 23 matched control classes. In observations of classroom environment quality using the Early Childhood Environment Rating Scale, Curiosity Corner classes received higher ratings than controls. The language abilities, as measured by the Mullen Scales of Early Learning, of 316 three- and four-year-olds who participated for 1 year in either an experimental or control class were also compared. The expressive language abilities of children in Curiosity Corner classes for 3-year-olds were significantly higher than those of children in control classes. There were no differences in children's receptive language or visual reception. Children in classes with higher quality ratings showed better performance on the expressive language subscale. (Contains 16 references.) (Author/EV)

ED 458 000 PS 029 843

Enfield, Richard P.
Head, Heart, Hands and Health: "Experience and Education" by Dewey's Criteria?
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Educational Philosophy; *Experiential Learning; History; Program Descriptions; Program Improvement
IDENTIFIERS- *Dewey (John); 4 H Clubs; *4 H Programs

This paper explores how the 4-H youth development program is based on and conducted in a manner consistent with the philosophy of experiential education and Dewey's (1938) principles of interaction and continuity. The paper presents the history of 4-H relevant to an exploration of Dewey's influence on the program, asserting that it is within the context of the 4-H club, and especially within the 4-H project group, that the components of experiential education and Dewey's principles of interaction and continuity are played out. The paper then discusses the components of experiential education and the principles of interaction and continuity in relation to segments of the 4-H program. Finally, the paper presents ideas for strengthening the links between the 4-H program and concepts of experiential education and Dewey's ideas of an "experience." (Contains 25 references.) (Author/EV)

ED 458 001 PS 029 844

Stanford, Beverly Hardcastle, Ed.; Yamamoto, Kaoru, Ed.
Children and Stress: Understanding and Helping.

NOTE- 18p.; Address presented at the Government of Quebec and the International Union of Family Organizations International Seminar on Family Policy and Plans of Action (Quebec, Canada, December 3-4, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Support; Day Care; Family Life; *Family (Sociological Unit); Family Violence; Foreign Countries; *Government Role; *Models; Poverty; Prevention; *Public Policy; Welfare Services; *Well Being
IDENTIFIERS- Child Protection; Family Leave; *Family Policy; Family Responsibility; Family Support; Parental Leave; *Quebec

Noting that modern governments have a choice between a deliberate, coherent family policy and one of inconsistency and mischance, this paper presents the family policy of Quebec as a model of a coherent set of measures aimed explicitly at family well-being. This policy, started in the late 1980s, was put into place through the appointment of a Minister Responsible for the Family and the establishment of government structures to support family life, including a "Conseil de la famille" as well as a network of government respondents to coordinate government action influencing families. The paper details how the Quebec focus on the family, school, and the workplace reveals the view regarding what a society owes to its families. The paper further discusses definitions of family and how the definition guides family policy development. It is argued that two principles should guide government family policy: (1) policy should not diminish the family's capacity to fulfill its responsibilities; and (2) policies should enhance family capacity to fulfill its responsibilities. The paper discusses several policies related to family economic support, including tax measures, employment insurance, parental leave, child support, welfare, housing, and benefits to senior citizens. Services aimed at families are also examined, including those related to education, the medical system, child care, deinstitutionalization, family violence, and child protection. The paper concludes by asserting that prevention is the key to any government initiative for improving the welfare of children and their families, and that developing and maintaining a coherent family policy is a practical investment in the future of Canadian society. (KB)

ED 458 019 PS 029 868

Reid, Pamela Trotman, Ed.
Society for Research in Child Development Newsletter, 2001.
PUB DATE- 01
NOTE- 62p.; Published quarterly. For the 2000 issues, see ED 450 943.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Developmental Psychology; Information Dissemination; Newsletters; *Organizations (Groups); Program Descriptions
IDENTIFIERS- Foundation for Child Development; *Society for Research in Child Development

This document consists of the four 2001 issues of a newsletter disseminating information on the Society for Research in Child Development (SRCD) and providing a forum for important news, research, and information concerning advancements in child

Caregivers; Educational Quality; Inservice Teacher Education; Organizations (Groups); *Partnerships in Education; Preschool Education; *Preschool Teachers; *Professional Development; State Programs; Teacher Qualifications
IDENTIFIERS- California; Caregiver Qualifications; Day Care Quality; *Project Head Start

This document is comprised of the one issue in volume 6 of "Bridges," a publication produced by the California Head Start-State Collaboration Office to detail the activities of the educational partnership and to provide relevant information to programs participating in the partnership. The Summer 2001 issue focuses on providing practitioners with resources to assist in professional development. The issue presents the Professional Growth and Development Resource Matrix, including narrative descriptions and contact information for various agencies, programs, and associations that provide opportunities for professional growth. The child development permit and renewal process is also described. Information is provided on professional associations, including area sections and local chapters. In addition, contact information is listed by county for child and families commissions, local planning councils, local quality consortia, offices of education, and resource and referral agencies. The issue also delineates regional resources, including child development training consortia and universities and colleges. California's compensation and retention initiative is described and the services provided by regional resources centers delineated. The dilemma of whether family child care providers are legally viewed as employees or independent contractors when they partner with a Head Start agency is also discussed. (KB)

ED 458 038 PS 029 892

Verhellen, Eugeen, Ed.
Understanding Children's Rights: Collected Papers Presented at the International Interdisciplinary Course on Children's Rights (5th, Ghent, Belgium, December 8-15, 2000). Ghent Papers on Children's Rights No. 6.
PUB DATE- 01
NOTE- 695p.; For 2000 Ghent Proceedings, see PS 029 576.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Child Development; *Children; *Childrens Rights; *Civil Liberties; Competence; Compliance (Legal); Developed Nations; Developing Nations; Education; Foreign Countries; International Law; Nongovernmental Organizations; Refugees; Well Being
IDENTIFIERS- Africa; Europe; UNESCO; UNICEF; *United Nations Convention on Rights of the Child

Papers compiled in this sixth annual conference collection deal with views and theories on children's rights and provide extensive information on background, motivation, strategies, and main trends in the field of children's rights. Following the welcome addresses to the conference, the 43 papers cover a variety of relevant topics, including: (1) implementation of the U.N. Convention on the Rights of the Child; (2) childhood development and competence; (3) human rights education; (4) views of childhood from various disciplines; (5) children's participation; (6) nongovernmental organizations; (7) UNICEF and children's rights; (8) economic issues and children's rights; (9) child labor; (10) children's rights in Europe; (11) children's rights in Africa; (12) protection and care of refugee children; (13) human rights monitoring; (14)

reasons than non-Aboriginal students. More Aboriginal students were enrolled in ABE programs than non-Aboriginal students. Aboriginal students were less likely (47 percent) to be employed full-time than non-Aboriginal students (61 percent). The rate of going on to further studies increased for Aboriginal respondents in applied and ABE programs but changed little in arts and sciences programs. Although a majority of Aboriginal respondents reported that their education prepared them very well for further studies or for getting and performing their jobs, some Aboriginal students wanted more Aboriginal content in the curriculum, better day-care facilities, increased tutoring and individual attention, better instructors, and increased student services. Appendices contain notes on the survey project, a glossary, and data tables. (TD)

ED 458 058   RC 023 176

Martinez, Ruben
Hispanic Leadership in American Higher Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Selection; Affirmative Action; *Change Strategies; College Administration; *College Presidents; Higher Education; *Hispanic Americans; Leaders; Leadership Training; Mentors; *Politics of Education; *Power Structure; *Racial Discrimination; Tenured Faculty
IDENTIFIERS- Globalization; *Institutional Discrimination

This paper presents a contextual framework for analysis of Hispanic leadership in higher education and reviews the demographics of Hispanic college presidents, their challenges, and related leadership issues. It can be argued that Hispanic leadership in higher education brings a socially marginalized experience that, by emphasizing social justice, can yield a broader, more inclusive view of democracy and of the role of higher education in a democratic society than can the experience of the dominant group. However, emerging research on the selection of presidents and vice presidents for academic affairs at institutions of higher learning shows that Hispanics are held to higher standards than White American males due to processes that maintain and reproduce white privilege. The broad social changes accompanying the process of globalization offer some promise of change. Improvements can go beyond the typical race-based issues by including them in larger changes that are good for everyone. For example, institutions in need of increased enrollments aren't likely to resist enrolling more Hispanic Americans. Other issues facing Hispanics relative to higher education are maintaining their positions over time, building Hispanic infrastructural leadership within their institutions, increasing the numbers of Hispanics in tenure-track faculty positions, grooming Hispanic department chairs for national policymaking, consolidating Hispanic leadership across higher-education related arenas to expand influence, expanding leadership training programs for Hispanics, and building effective leadership teams to carry out strategic management. (Contains 59 references.) (TD)

ED 458 059   RC 023 177

Padilla, Raymond V.

adequacy. Chapter 3 describes how to analyze a state's equity and equality. Topics covered include collecting needed information, basic concepts of equality, key definitions, measuring equity, matching resources to needs, and applying equity principles. Chapter 4 discusses educational adequacy, including adequacy and constitutional entitlements, defining adequacy, when to use adequacy criteria, and the advantages and disadvantages of adequacy approaches. Chapter 5 examines ways to change the system. Topics include legal strategies, political or legislative remedies, public information campaigns, and how to maintain the remedy. Appendices present a flow chart for analyzing state financing systems, authors of state descriptions of educational finance systems, and an annotated index to resources and references with 44 entries. (TD)

ED 458 077 RC 023 216

Shaul, Marnie S.

BIA and DOD Schools: Student Achievement and Other Characteristics Often Differ from Public Schools. Report to Congressional Requesters.

PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Computers; American Indian Education; *Educational Facilities; Elementary Secondary Education; *Expenditure per Student; *Institutional Characteristics; School Surveys; Teacher Qualifications; Tribally Controlled Education
IDENTIFIERS- Access to Technology; *Bureau of Indian Affairs Schools; *Dependents Schools

The federal government has direct responsibility for the Bureau of Indian Affairs (BIA) and the Department of Defense (DOD) school systems. This report provides information on student academic performance, teacher staffing, access to educational technology, condition of facilities, and expenditure levels in BIA and DOD schools. Data included a mail survey of BIA and DOD schools; scores on achievement tests and college entrance exams; estimates of per-pupil expenditures, drawn from agency reports; and site visits to 16 BIA and DOD schools. In 1999-2000, the 171 BIA schools served about 47,000 American Indian students, less than 10 percent of all Indian students, in 23 states. Most schools were small; a third had a residential component; and 108 schools were operated by tribes under BIA grants or contracts. The 224 DOD schools served about 108,000 military dependents, mostly in the South, Europe, Japan, and Korea. Compared to students in public schools, BIA students scored far lower on standardized achievement tests and college entrance exams, while DOD students scored at or above national averages. At both types of schools, nearly all teachers were fully certified for their subjects or grade levels, but BIA schools reported difficulties in teacher recruitment. Access to computers and the Internet exceeded that of public schools in both types of schools, but BIA schools reported limited technical support. Many BIA schools reported problems with facilities. Appendices present the study's scope and methodology and agency comments. (SV)

ED 458 078 RC 023 221

McDonald, Brian

PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Cooperative Learning; *Educational Technology; Elementary Secondary Education; *Mathematics Education
IDENTIFIERS- *Student Cooperation

Four computer applications are presented that encourage students to develop "mathematical coordination"--the ability to manipulate numerical variables in cooperation with other students so as to achieve a definite goal. The programs enable a form of computer-supported cooperative learning (CSCL). This paper describes the rationale and design of the programs, the results of an informal evaluation, and possible future work. The games were developed using a special software and hardware environment that facilitates the rapid prototyping of computer-based cooperative-learning materials. This research is part of an ongoing project entitled "Mathematics Experiences through Image Processing," which is designed to develop and test educational materials that introduce K-12 students to mathematical ideas within the context of digital image processing activities. (Contains 19 references.) (MM)

ED 458 100 SE 065 197

Leinbach, Carl
Using Computer Algebra To Extract Meaning from Parameters.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Technology; Graphing Calculators; Higher Education; *Mathematical Models; *Mathematics Education
IDENTIFIERS- DERIVE Computer Algebra System; *Parametric Analysis

Computer Algebra Systems (CAS) can be used to help understand the behavior of cubics and other families of curves. The analysis of the parameters associated with a family of curves can give insight into the behavior of the family and can be used within the context of a mathematical model to determine a policy for the implementation of the model in a real-world setting. Examples of this use are included from a calculus-based analysis of a mathematical model and the behavior of a model described by a differential equation. The case is made that the ability, afforded by the use of CAS, to keep the parameter in symbolic form enables an analysis that goes beyond the standard analysis that may be done in the standard situation using numerical coefficients. (MM)

ED 458 101 SE 065 199

Tonisson, Eno
Step-by-Step Solution Possibilities in Different Computer Algebra Systems.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; *Computer Assisted Instruction; Computer

Energy Education Resources: Kindergarten through 12th Grade.
PUB DATE- 01
NOTE- 127p.; Produced with the help of Angela Brown, Mary Ellen Golby, and Janine Nixon.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Conservation (Environment); Ecology; *Educational Resources; Elementary Secondary Education; *Energy Education; *Environmental Education; *Fuels; Recycling; *Science Education; Utilities

This resource guide provides students, educators, and other information users with a list of generally available free or low-cost energy-related educational materials. The 163 organizations listed are each related to the subject fields of coal, electricity, energy efficiency/energy conservation, the environment, geosciences/earth sciences, natural gas, nuclear energy, petroleum, recycling, renewable energy, waste management, and/or water. Organizations range from municipal utilities to federal agencies, from regional and national nonprofits to corporations. Free offerings include booklets on energy conservation and recycling, newsletters, educational films and videos, tours and classroom presentations, science and energy curricula, teachers' kits, catalogs, posters, and many other supplementary educational materials on energy. Items described available for a fee include books and videos, curriculum units, games and manipulatives, slide shows, interactive computer software, and teacher workshops. Entries are listed alphabetically by organization title. Each entry includes the address, telephone number, and a description of the organization and the energy-related materials available. Most of the entries also include internet and electronic mail addresses for more information. The index groups organizations by subject and is cross-referenced by number to the alphabetical entries. (PVD)

ED 458 127 SE 065 292

Mamlok, Rachel; Dershimer, Charles; Fortus, David; Krajcik, Joe; Marx, Ron
Learning Science by Designing Artifacts (LSDA)--A Case Study of the Development of a Design-Based Science Curriculum.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Design; *Educational Change; Experiential Learning; Hands on Science; *Science Course Improvement Projects; Science Instruction; *Science Projects; Secondary Education
IDENTIFIERS- Cellular Telephones; Social Constructivism

The purpose of this study was to document the iterative development of a design-based science curriculum called Learning Science by Designing Artifacts (LSDA). The study refers to the enactment of the Safer Cell Phones curriculum in a high school located in the Midwest. The curriculum was a 5- or 9-week unit in an 18-week science elective course. In the initial version of the LSDA curriculum, students were actively engaged in the creation and presentation of their ideas while

Foundation. Each lesson includes detailed teacher instructions, background information, and student handouts. This lesson helps students identify and resolve conflict on the sports field and in their daily lives. Students: (1) identify conflict in their lives; (2) evaluate sports scenarios to identify flash points where conflict escalates into arguments or violence; and (3) apply methods for conflict resolution to a hypothetical situation from everyday life. (BT)

ED 458 151 SO 031 452

Degelman, Charles; Hayes, Bill
Mock Arbitration--Conflict Resolution in Major League Baseball: Sports and the Law.
PUB DATE- 96
NOTE- 23p.; For related lesson plans, see SO 031 448-451.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arbitration; *Baseball; Citizenship Education; *Conflict Resolution; Intermediate Grades; Law Related Education; Role Playing; Salaries; Secondary Education; *Social Responsibility; Social Studies; *Thinking Skills
IDENTIFIERS- Constitutional Rights Foundation; *Professional Sports

This lesson plan uses students' interest in sports to teach good citizenship. With its focus on rules, responsibility, conflict resolution, and teamwork, the unit emphasizes the development of critical thinking, decision-making, and citizenship skills in young people. This lesson plan is part of a series of fully prepared, interactive classroom lesson plans offered by the Sports and the Law program of the Constitutional Rights Foundation. Each lesson includes detailed teacher instructions, background information, and student handouts. This lesson introduces students to alternative dispute resolution methods and pays particular attention to arbitration by focusing on the model for salary arbitration established by Major League Baseball (MLB). Students brainstorm different types of conflict resolution, read and discuss an article on alternative dispute resolution methods, and decide which method would best solve some hypothetical disputes. Students then roleplay team attorneys, players' representatives, and arbitrators in a mock MLB salary arbitration hearing. (BT)

ED 458 152 SO 032 361

The Greatest Educational Change America Has Ever Seen. Teaching Guide . Grades K-1.
PUB DATE- 00
NOTE- 38p.; For the teaching guide for grades 2-3, see SO 032 362; for the teaching guide for grades 4-6, see SO 032 363.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; Geographic Location; *Geography; Government Role; Primary Education; *Social Studies; Worksheets
IDENTIFIERS- Fact Sheets; Money; Numismatics; United States Mint

This teaching guide for grades K-1 focuses on the 1999-2000 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia. The

This document contains two lesson plans. The first, "Fiscal and Monetary Policy via the Internet," seeks to expose high school students to Internet technology while introducing them to fiscal and monetary policy. Information gathering skills, economic understanding, policy application, and economic content retention should all be enhanced by this program. The lesson plan states a purpose; sets forth objectives; lists materials needed; gives procedures; and presents content material. The second lesson plan, "Where Did the Too Many Dollars Come From?" aims to have students experience "demand-pull inflation" while gaining insight into three major sources of the "too many dollars," which chase after the "too few goods and services." The lesson plan states a purpose; sets forth objectives; lists materials needed; and gives step-by-step procedures. (BT)

ED 458 175 SO 033 071

Ripp, Ken
Bead Game Simulation. Lesson Plan.
PUB DATE- 01
NOTE- 12p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economics; *Economics Education; Educational Games; High Schools; *Simulation; Social Studies

This lesson plan offers students the opportunity to participate in the three basic economic systems (market, command, and tradition). By working in each of the systems, students will internalize the fundamental values present in each system and will gain insights into the basic advantages and disadvantages of each system. The lesson plan provides objectives; lists materials needed; and outlines a step-by-step procedure. Attached are information sheets about the economic systems, scoreboard sheets, and answers. (BT)

ED 458 176 SO 033 072

Tax Cut Legislation: What's Fair? Lesson Plan.
PUB DATE- 01
NOTE- 10p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Economics Education; *Federal Legislation; High Schools; Social Studies; *Tax Rates; Taxes
IDENTIFIERS- *Income Taxes; *Tax Cuts

Front and center in 2001 domestic policy debates is President George W. Bush's proposed tax relief plan. The U.S. federal tax is a progressive tax code, predicated on the assumption that "people who are most able to pay should pay the most." A progressive tax system makes an individual's tax bill increase faster than his/her income. The lesson contains an article, "The Effect of Progressive Tax Codes" (Bill Ahern), that considers the effect of progressive tax codes. The lesson plan then poses questions about President Bush's proposal, using Ahern's article as a basis, and provides several activities in calculating taxes. The lesson provides questions for class discussion and gives answers for teacher reference. (BT)

ED 458 177 SO 033 073

Trigonometry

This book for future mathematics teachers emphasizes technology as a teaching tool; development of teachers who are self-motivated, lifelong learners; and pedagogical features that engage and motivate students. It includes examples and activities to enhance learning. Part 1, "General Fundamentals," includes (1) "Introduction"; (2) "Learning, Theory, Curriculum, and Assessment"; (3) "Planning"; and (4) "Skills in Teaching Mathematics." This part assumes some formal background in courses designed to provide a broad overview of education, curriculum, learning theory, discipline, planning, and adolescent behavior. Part 2, "Mathematics Education Fundamentals," includes (5) "Technology"; (6) "Problem Solving"; (7) "Discovery"; and (8) "Proof." This part examines topics out of the general education environment, focusing on subjects that will permeate instruction. Part 3, "Content and Strategies," looks at (9) "General Mathematics," (10) "Algebra I"; (11) "Geometry"; (12) Algebra II and Trigonometry"; (13) "Pre-Calculus"; (14) "Calculus"; and (15) "Probability and Statistics." This part is designed to capitalize on issues discussed in class and on the expertise and preferences of the teacher, providing models of how concepts typically found in secondary mathematics curriculum can be delivered so all students develop positive attitudes about learning and using mathematics. (Chapters contain references.) (SM)

ED 458 196 SP 040 298

Karolides, Nicholas J., Ed.
Reader Response in Secondary and College Classrooms. Second Edition.
PUB DATE- 00
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indian Literature; Autobiographies; Cultural Differences; Drama; Gender Issues; Higher Education; *Literature Appreciation; Poetry; Racial Differences; *Reader Response; Reader Text Relationship; Reading Skills; *Reading Writing Relationship; Role Playing; Secondary Education; Sex Differences
IDENTIFIERS- African Diaspora; *Transactional Theory; Writing to Learn

This collection of papers focuses on the application of transactional reader response theory in the classroom, offering a spectrum of strategies. There are 20 chapters in 4 parts. Part 1, "The Transactional Theory of Literature," includes (1) "The Transactional Theory of Literature" (Nicholas J. Karolides); (2) "Connecting Students and Literature: What Do Teachers Do and Why Do They Do It?" (Robert C. Small); (3) "'The Guy Who Wrote This Poem Seems To Have the Same Feelings as You Have': Reader-Response Methodology" (Leila Christenbury); and (4) "Writing from, of, and about Literature" (Robert E. Probst). Part 2, "Initiating Readers' Responses: Classroom Processes," includes (5) "Reader Response at the Movies" (Joy Gould Boyum); (6) "Mending Walls: Using a Reader-Response Approach to Teach Poetry" (Ron Luce); (7) "Two Reader-Response Classrooms: Using Prereading Activity and Readers Theatre Approaches" (Patricia P. Kelly); and (8) "'I Understand the Grief': Theory-Based Introduction to 'People'" (Deborah Appleman). Part 3, "Developing Readers; Response: Classroom Processes," includes (9) "Teaching Eudora Welty's 'Petrified Man': Expanding Preliminary Insights" (Marshall Toman); (10)

testing is complicated and has strong political overtones. Some policymakers oppose a national test on the grounds that it would eventually result in a national curriculum. Other policymakers are suspicious about whether national testing would lead to genuine improvement and higher student achievement, or whether it would merely sort out and penalize low-performing schools and the students in them. Federally mandated testing also raises questions of cost, technical expertise, validity, and linking of test results. The NAEP assessment is administered annually to a nationally representative sample of students in grades 4, 8, and 12 to get a picture of what U.S. students know and can do. Two subjects are typically assessed each year, with reading, mathematics, writing, and science assessed most frequently. Once exclusively multiple choice, the NAEP now contains performance-based items that call for students to apply their skills. Legislation now being debated calls for the use of the NAEP or another nationally administered test as a check on the results of annual state tests. In theory, a state-level NAEP would yield useful data, but in reality state-level NAEP results have been confusing because achievement levels of students appear to be lower on the NAEP than on the state tests, for various reasons. It is difficult to predict how the national testing issue will ultimately be resolved, especially in light of the Bush administration's calls for expanding testing and giving the NAEP a more prominent role, but teachers should stay active in the discussion about national testing. (SLD)

ED 458 215 TM 032 845

Tienken, Christopher; Wilson, Michael
State Standards, Assessments and Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Elementary Secondary Education; Information Dissemination; *Instruction; *State Standards; *Test Construction; Test Use
IDENTIFIERS- *Calibration; ERIC Digests; New Jersey; *Test Specifications

This digest describes a program used by two New Jersey educators to help teachers improve instruction through a deeper understanding of state standards and test specifications. Understanding how standards-based tests are constructed is the first step in being able to use them to guide and improve instruction. This digest recommends, as the route to understanding, a three-part process of delineation, alignment, and calibration for developing an understanding of state assessments and using that understanding to improve instruction. Delineation is the process of identifying all aspects or dimensions of a particular subject domain. It involves using state documents that describe the assessment to analyze its characteristics and components. Examples are given from the New Jersey standards and test specification manuals. During the alignment phase, administrators and teachers work to identify, analyze, generalize, and describe the links between the various elements associated with the subject area previously delineated and the sample questions selected for updating the descriptions of long-standing data collections, such as the Common Core of Data, the Integrated Postsecondary Education Data System, and the National Assessment of Educational Progress, this edition focuses on some of the new and innovative work of the NCES, such as the Third International Mathematics and Science Study-Repeat and the Early Childhood Longitudinal Study-Kindergarten cohort. An introduction describes NCES data collection efforts. Information on NCES programs is grouped into these sections: (1) NCES Center-wide programs and services; (2) elementary and secondary education; (3) postsecondary and adult education; (4) educational assessment; (5) national longitudinal studies; (6) international statistics; (7) vocational education; (8) libraries; and (9) general publications of the NCES. (SLD)

ED 458 236   TM 033 397

Yu, Chong Ho; Ohlund, Barbara
A Philosophical Inquiry into the Existence of Theoretical Distributions and Its Implication to Educational and Psychological Researchers.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Arizona Educational Research Association (Tempe, AZ, October 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mathematical Concepts; *Psychological Studies; *Researchers; *Statistical Analysis; *Theories
IDENTIFIERS- *Reality

This paper discusses the existence of theoretical distributions subsumed within mathematical reality and it highlights several meaningful implications for psychological researchers to consider in the application of statistical procedures. It begins with a brief overview of the misinterpretation of statistical testing, followed by a discussion of mathematical reality. In addition, the paper presents ideas for and against theories of mathematical reality developed by noted scholars, and it elucidates inconsistencies within these theories. The conclusion highlights practical implications for educational and psychological researchers when they implement statistical procedures. (Contains 2 figures and 30 references.) (SLD)

ED 458 237   TM 033 398

McAllister, Catherine; Ting, Evelyn
Analysis of Discussion Items by Males and Females in Online College Courses.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Mediated Communication; *Discussion; Distance Education; Equal Education; Higher Education; Online Systems; *Sex Differences

Proponents of computer-mediated education suggest that the reflectivity, interactivity, and collaboration of online discussion provide an egalitarian learning environment for men state education agencies to the National Center for Education Statistics for the Common Core of Data. It relates to student membership and staff in public schools and school districts in the United States and outlying areas during the 1999-2000 school year, graduate and dropout counts for the 1998-1999 school year, and to revenues and expenditures for fiscal year (FY) 1998. The 100 largest public school districts, representing less than 1% (0.6%) of all school districts in the United States, were responsible for the education of 23.0% of all public school students. These 100 largest districts employed 21.2% of U.S. public school teachers and accounted for 16.5% of all public schools and 19.1% of public high school completers. The 100 largest school districts had larger school sizes than the average school district and higher mean pupil/teacher ratios. Three states, Florida, Texas, and California, accounted for almost 40% of the 100 largest school districts. The proportion of minority students in the 100 largest school districts was 68.0%, compared to 39.6% in all school districts, and 53.6% of students in the 100 largest school districts were eligible for free and reduced-price lunch, compared to 38.9% of all students in the reporting states. In FY 19989, current expenditures per pupil in the 100 largest school districts ranged from a low of $3,210 in the Puerto Rico Department of Education to a high of $10,293 in the Boston School District, Massachusetts. While the number of students, teachers, and schools has increased between 1989-1990 and 1999-2000, the proportion of the national totals that the 100 largest school districts comprised of all these dimensions was essentially unchanged. Four appendixes contain more detailed data tables. (Contains 20 tables and 1 figure.) (SLD)

ED 458 258 TM 033 421

The Regional Educational Laboratories: Building High Performing Learning Communities, 2001.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Research; Elementary Secondary Education; Program Descriptions; *Research and Development; *Technical Assistance
IDENTIFIERS- Reform Efforts; *Regional Educational Laboratories

This brochure describes the Regional Educational Laboratory Program, established in 1965, which is a program that represents a large investment in research and development by the U.S. Department of Education to help educators, policymakers, and communities improve schools. In fiscal year 2000, the network of 10 regional laboratories supplied products to 1,635,492 clients; provided face-to-face services to 127,162 clients; and worked intensively with 630 school, district, or state sites that served 545,612 students and 34,023 teachers. In the contract period beginning in December 2000, the laboratories have two main priorities: advancing the procedural knowledge about transforming low-performing schools into high-performing learning communities and promoting the use of that procedural knowledge in policy and practice to help increase the number of high-performing learning communities. The laboratories address critical education problems in their regions, serve as national leaders in education research, and serve as part of the laboratory networking program. A brief description, with contact information, is provided for each of

NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Research Methodology; *Response Rates (Questionnaires); *Surveys; *World Wide Web

This paper describes the methodology used in a research study involving the collection of data through a Web-based survey, focusing on the advantages and limitations of the methodology. The Teacher motivation and Job Satisfaction Survey was administered to K-12 teachers. Many of the difficulties occurred during the planning phase, as opposed to the actual data collection. It was necessary to identify and locate teachers and let them know about the Web site. Four primary limitations were identified during the course of the survey: (1) limitations involving the use of listservs and obtaining e-mail addresses; (2) limitations of the technology itself; (3) lack of a population list; and (4) the questionable representativeness of the sample data. Advantages of the methodology included the number of responses received, efficiency, the ease of (or lack of) data entry, and the cost effectiveness of the approach. (SLD)

ED 458 279 TM 033 443

Morris, Don R.
Causal Inference and System Dynamics in Social Science Research: A Commentary with Example.
PUB DATE- 01
NOTE- 28p.; Paper presented at the International Conference of the System Dynamics Society (19th, Atlanta, GA, July 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Educational Research; *Research Methodology; *Social Science Research
IDENTIFIERS- *Causal Inferences; *System Dynamics

The focus of this paper is causal inference in social and educational research. A concern with causality has had a profound impact on the kinds of questions that may be addressed in research, on how they must be formulated, and on the methodology that must be applied. In the social sciences the prevailing experimental paradigm is used to address causal inference in a way that has forced a comparative or counterfactual approach, to the exclusion of physical cause. Recently, Lawrence Mohr has proposed a means of putting physical cause on an equal footing with the counterfactual, an achievement with important implications. In this paper, Mohr's concepts are joined with the resources of system dynamics. Following a discussion of the concepts, an example from educational research based on physical causal reasoning and system dynamics methodology is presented and the approach assessed. (Contains 5 figures and 30 references.) (Author/SLD)

ED 458 280 TM 033 444

three components of motivation: (1) teacher-student relations; (2) the role of teachers as care givers; and (3) the importance of homework in regard to student academic performance. Participants were 31 seventh and eighth graders from a predominantly Hispanic, low-income urban school. Student questionnaires and formal observations were assessed, and patterns were observed among them. Findings reveal that students who have support from and confidence in their teachers are able to have confidence in themselves. As a result, providing a caring and supportive environment was found to be a necessary component in achieving student academic success. Findings indicate some relationship between homework and academic achievement; the lower the percentage of homework completed, the lower the test scores. (Contains 5 tables and 14 references.) (SLD)

ED 458 299 TM 033 475

Wagner, Christopher R.; O'Phelan, Mary Hall
Improving Schools through the Administration and Analysis of School Culture Audits.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Educational Environment; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Profiles; *School Culture
IDENTIFIERS- Reform Efforts

Conducting and analyzing a school culture audit can be a useful diagnostic tool and can enhance the impact of a school improvement plan. This paper describes the administration of a school culture audit and describes the use of the culture audit results to begin interaction with stakeholders relative to the school improvement process. The emphasis in this paper is on a culture audit, rather than a climate audit. Climate audits may cover a wide range of school characteristics. Culture is considered a deeper, more pervasive characteristic of a school, representing the composite of beliefs and values shared by those in the organization. The school culture profile is generated from the collection and analysis of data gathered from interviews, a survey, and unobtrusive observations at the school site. The audit begins when at least two trained facilitators meet with groups of faculty, parents, students, other staff, and administrators in groups of five to eight people. Informal observations supplement the interviews. A 13-item school culture audit is administered to teachers, teacher assistants, and school administrators. Results and differences are charted on the School Culture Profile template, a circular chart with a spoke for each item on the survey. Discussions with school personnel regarding audit findings and using the profile chart reveal opportunities for improvement and growth and show areas of strength. School culture audits and their results provide a starting point for improvement planning. (Contains 2 figures and 10 references.) (SLD)

ED 458 300 TM 033 477

ED 458 320 UD 034 530

DeLeire, Thomas; Kalil, Ariel
Good Things Come in Threes: Single-Parent Multigenerational Family Structure and Adolescent Adjustment. JCPR Working Paper 238.
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; College Attendance; Family Environment; *Family Structure; Graduation; Grandparents; Mothers; *One Parent Family; Secondary Education; Sexuality; Substance Abuse

This research used data from the 1998 National Educational Longitudinal Study to investigate the development of outcomes for adolescents living with single mothers in multigenerational families compared with adolescents living in married families (as well as a disaggregated set of other family structures). The study measured family structure when students were in 8th grade and examined their developmental outcomes either in 12th grade or 2 years thereafter. Outcomes included self-reported substance use and sexual debut, high school graduation, and college attendance. The disaggregated family structures investigated included never married or divorced single mothers in multigenerational households, two biological cohabiting parents, step families, never married single mothers, divorced single mothers, single mothers with male cohabitors, single father families, grandparent-headed households with no parent present, and married-parent families. Teenagers living in non-married families were less likely to graduate from high school or attend college, more likely to drink or smoke, and more likely to initiate sexual activity. However, teenagers living with their single mother and at least one grandparent in a multigenerational household had developmental outcomes that were at least as good as and often better than outcomes for teenagers in married families. (Contains 37 references.) (SM)

ED 458 321 UD 034 531

Gordon, Edmund W.
Affirmative Development of Academic Abilities.
SPONS. AGENCY- College Board, New York, NY.
PUB DATE- 01
NOTE- 6p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Access to Education; Affirmative Action; Elementary Secondary Education; *Equal Education; Intellectual Development; *Minority Group Children; Racial Bias; Racial Discrimination; Socioeconomic Status
IDENTIFIERS- Wealth

This article describes affirmative development, a concept designed to complement colloquial notions of affirmative action, which emphasizes the creation and enhancement of competence in addition to the more traditional emphasis on the equitable reward of competence. In 1903 and 1958, W.E.B. DuBois examined whether 20th century problems related to color or socioeconomic status. More recent writings have validated his prediction that inequalities in distribution of income and wealth would emerge as more critical than color. Although color

Developed by Preservice Educators To Show Teaching Skills and Philosophies To Be Used by Future Employers" (Roger L. Olsen and David H. Dimond); (5) "Implementing Web-Based Electronic Assessment in a Graduate Instructional Technology Program" (Melissa E. Pierson and Michael Rapp); (6) "Electronic Portfolios: Technology Integration and the Preservice Teacher" (Beverly Ray and others); (7) "The Implementation and Integration of Web-Based Portfolios into the Proteach Program at the University of Florida" (Gail Ring); (8) "Easy Methods and Media for Creating Electronic CDROM Portfolios" (Desmond Rodney and others); (9) "Online Portfolios for Educational Technology Graduate Students: An Ongoing Capstone Project" (Jennifer L. V. Sparrow); (10) "The Impact of Electronic Portfolios on Early Experience Preservice Elementary Teachers in Integrating Technology into their Instructional Process" (Jane Strickland and others); (11) "Making the Case for Science Teacher Learning: An Analysis of Argument and Evidence in Electronic Portfolios" (Carla Zembal-Saul and Tom Dana); and (12) "A Pilot Project: Integrating Multimedia Portfolio Development into the Preservice Teacher Education at Randolph-Macon College" (Zizi Zhang). Most papers contain references. (MES)

ED 457 827 IR 020 897

Gillan, Bob, Ed.; McFerrin, Karen, Ed.
Faculty Development. SITE 2001 Section .
PUB DATE- 01
NOTE- 161p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; *Inservice Teacher Education; Technology Integration
IDENTIFIERS- *Technology Utilization; Web Based Instruction

This document contains the papers on faculty development from the SITE (Society for Information Technology & Teacher Education) 2001 conference. Topics covered include: a system of faculty development; a faculty development program for medical educators; developing a faculty of education technology integration plan; supporting the development of information technology (IT) skills of education faculty staff; supporting the professional development of preservice and inservice instructors; toward a nurturing, creative learning environment; explorations in online science for middle school teachers; the challenge of developing college-wide technology standards; problem-based learning resources for college/university professors; the instructional, technical, and psychological outcomes of faculty building online courses; teachers as multimedia authors; proactive faculty technology; teachers, technology, and staff development; teaching on the World Wide Web; faculty development of active learning; establishing a technology and learning center; a grass-roots approach to effective technology staff development; the influence of computer-assisted teaching on development of faculty staff members; characteristics of support initiatives to stimulate professional development on information and communications technology (ICT); implementations of videoconferencing in

PUB DATE- 01
NOTE- 44p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Higher Education; *Special Education; *Special Needs Students; Teacher Education; Technology Integration; World Wide Web
IDENTIFIERS- *Technology Utilization

This document contains the following papers on special needs from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Preparing Teachers To Use Assistive Technology in Inclusive Settings" (Dina Rosen and Arlene Bloom); (2) "Academic Achievement Problems: Developing Curriculum Based Software To Help Low Achievers" (Xavier Bornas and Jordi Llabres); (3) "The Need for Assistive Technology in Educational Technology" (Terence Cavanaugh); (4) "Forming Personnel, Creating Cultures. Participative System for Preparing Content Providers for Homepages Addressed to People with Special Needs" (Ana Loureiro Jurema and others); (5) "Preparation of Educators To Provide Effective Computer-Based Assistive Technology Accommodations for Students with Disabilities" (Suzanne Lamorey and Ivana Bartarelo); (6) "Website 101: Creating Annotated Special Education Bibliotherapy with Children's & Young Adult Books" (Philip Lanasa and others); (7) "Integrating Technology in Classrooms with Learning Disabled Students: Teachers' Needs and Professional Development Implications" (Jean Loiselle and others); (8) "The Integration of Assistive and Adaptive Technologies into the Preservice and Advanced-Level Courses of Instructional Technology and Special Education" (Caroline M. Crawford and Sylvia S. Martin); (9) "Designing Accessible Web Sites for People with Disabilities" (Robert V. Price); (10) "Assistive Learning within a Special Needs Environment" (Randy L. Seevers and others); and (11) "Special Educators' Technology Literacy: Identifying the Void" (Roberta K. Weber and others). Most papers contain references. (MES)

ED 457 841 IR 020 911

Strudler, Neal, Ed.; Niederhauser, Dale S., Ed.
Technology Diffusion. SITE 2001 Section .
PUB DATE- 01
NOTE- 174p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Faculty Evaluation; Faculty Promotion; Higher Education; Information Technology; *Partnerships in Education; Preservice Teacher Education; Public Schools; Teacher Role; Technology Integration; *Tenure
IDENTIFIERS- *Technology Utilization; Technology Utilization

Smith, Abby
Strategies for Building Digitized Collections. Strategies and Tools for the Digital Library.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Information Technology; *Library Collection Development; Library Materials; Online Systems; *Preservation; Program Development; *Research Libraries
IDENTIFIERS- *Digital Collections; *Digital Technology; Digitizing; Rare Books; Special Collections (Library)

In April 2000, the Digital Library Federation commissioned three reports to address broader concerns about digital collections in research libraries. This report synthesizes the nearly 10 years' experience that libraries have had digitizing items from their rare, special, and general collections, and making them available online. The report demonstrates that digitization programs work best where their role within a library's collection development strategy is clearly understood, and identifies several roles that such programs can play. The author muses about the extent to which digitally reformatted special and rare collections can actually support scholarly research, and looks at whether leading research libraries in particular might more usefully focus on digitizing general as opposed to special and rare collections. The report opens with points to consider in developing a sustainable strategy. The second section addresses identification, evaluation and selection, discussing polices, guidelines and best practices, and rationales for digitization. The third section focuses on institutional impacts and discusses treatment and disposition of source materials, scalability, intellectual control and data management, coordinated collection development, funding, preservation, and support of users. A final section addresses challenges in evaluating costs and benefits, and offers recommendations. (Contains 47 references.) (AEF)

ED 457 861 IR 058 319

Kasowitz, Abby S., Ed.; Stahl, Joan, Ed.
The Facets of Digital Reference. Proceedings of the Virtual Reference Desk Annual Digital Reference Conference (2nd, Seattle, Washington, October 16-17, 2000).
PUB DATE- 01
NOTE- 329p.; Some figures contain very small illegible type.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Computer Mediated Communication; Government Libraries; Information Networks; *Information Services; *Library Services; Public Libraries; *Reference Services; User Needs (Information)
IDENTIFIERS- *Digital Technology

This publication features work presented at the Second Annual Virtual Reference Desk Digital Reference Conference (October 6-17, 2000, Seattle, Washington). These proceedings include papers and presentations by conference presenters representing public, academic, and government libraries, as well as subject-specific AskA services, from the United States, Canada, Australia, Denmark, and Japan. Conference participants identified several key issues facing practitioners and researchers. The publication opens with records from plenary

PUB DATE- 01
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *Institutional Characteristics; *Institutional Evaluation; School Construction; *School Demography; Statistical Data; Student Characteristics; Tables (Data); Taxes; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This is the nineteenth publication of a comprehensive data book by the Illinois Community College Board (ICCB). Sections focus on student characteristics, faculty and staff data, annual enrollment and completion data, financial data, and facilities data for the 48 community colleges in the system. Highlights for fall 2000 include: (1) 57% of students enrolled in Illinois public community colleges were women; (2) 40% of students were enrolled in baccalaureate/transfer programs; (3) the median age of students was 25 years; (4) total enrollment for all Illinois districts was 340,101; (5) 51,222 students were Hispanic, 47,237 Black, and 16,059 Asian; (6) 4,405 of faculty members were full time, while 4,485 were part time; (7) the average full-time faculty salary was $54,541; (8) the average administrator salary was $64,155; (9) average instructional unit cost was $187.34 in fiscal year 2000; (10) audited operating revenues totaled $1,126,856,591, 39% of which was from local sources, 26% from tuition and fees, and 27% from the state; (11) audited operating expenditures totaled $1,051,223,981; (12) total acreage was 7,926; and (13) total square footage was 21,835,933. (Includes numerous tables, figures, and a map.) (EMH)

ED 457 880 JC 010 625

Fiscal Year 2001 Salary Report for the Illinois Public Community Colleges.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; *Community Colleges; *Compensation (Remuneration); Faculty Workload; Full Time Faculty; Part Time Faculty; *Salaries; *Teacher Salaries; Two Year Colleges; *Wages
IDENTIFIERS- *Illinois Community College System

The Illinois Community College Board (ICCB) gathers data about employee compensation in its 48 public community colleges each year. This report reflects the census of October 1, 2000, and contains data on faculty salaries, administrative salaries, classified salaries, and other nonteaching professional staff salaries. Highlights include: (1) the weighted average total salary actually paid to faculty was $62,281, administrators was $61,635, other nonteaching professionals was $39,494, and classified staff was $26,108; (2) the average academic year salary schedule salaries paid to full-time faculty with a master's degree and five years experience was $42,526, and with a doctorate and maximum experience was $69,626; (3) average salary rates for part-time faculty was $440 per credit hour, for full-time faculty (overload rate) was $577 per credit hour, and for full-time faculty summer rate was $685 per credit hour;

Schools are discussed, as are future goals for the college's teacher education program. (CJW)

ED 457 900 JC 010 652

Craig, Ford M.
ACT Collegiate Assessment of Academic Proficiency CAAP Student Cohort Growth Report.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Mathematics Tests; *Reading Tests; School Holding Power; *Student Improvement; *Tests; Two Year Colleges; *Writing Tests
IDENTIFIERS- *Mid Plains Community College Area NE

This document discusses the Collegiate Assessment of Academic Proficiency (CAAP) and ASSET (developed for student advising, placement, and retention) tests that were conducted by Mid-Plains Community College Area (MPCCA) (Nebraska) on 190 students in April 2001. The purpose of the testing was to gather as many matched pairs of ASSET/CAAP scores for reading, writing, and math as possible. Matched scores made it possible to measure student intellectual growth between points of entry and exit from the institution. Out of the 190 students, 45 pairs were matched for math, 89 pairs for reading, and 91 pairs for writing. Results for reading ability growth showed that 12% of MPCCA students had lower-than-expected gains, 81% had expected gains, and 7% exceeded expected gains. Results for writing ability growth showed that 4% had lower-than-expected gains, 77% had expected gains, and 19% exceeded expected gains. Results for math ability growth showed that 16% had lower-than-expected gains, 75.5 % had expected gains, and 8.5% exceeded expected gains. This document concludes that the CAAP test requires greater knowledge and more complex skills than the ASSET test does. Overall, according to a combined percentage of students who achieved expected or higher-than-expected gains, the greatest intellectual growth could be seen in writing (with a combined percentage of 96%), followed by reading and math at 88% and 84%, respectively. (CJW)

ED 457 901 JC 010 653

Needs Analysis for the Chaffey Community College District Fontana Center: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges. Commission Report.
PUB DATE- 01
NOTE- 70p.; Some figures and text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Community Colleges; Disadvantaged Youth; Economic Impact; *Educational Facilities; *Enrollment; Extension Education; *Off Campus Facilities; Two Year Colleges
IDENTIFIERS- *Chaffey Community College District CA

This is a proposal by Chaffey Community College District (CCCD) (California) to convert an existing off-campus operation in Fontana, California, to an educational center. The center would provide services to 1,529 full-time-equivalent students by the year 2010, and would provide greater access to opportunities in

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Community Colleges; *Employment; Graduate Surveys; Job Placement; *Outcomes of Education; *Salaries; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

Each year, the Community College of Rhode Island attempts to measure its success in helping students enter the workforce or transfer to a university by surveying the previous year's graduates. This report presents survey statistics for the class of 2000 (response rate 80.5%, n=1,073). Highlights include: (1) 637 graduates were employed full time and 255 part time; (2) 411 graduates were continuing their education, more than half on a full-time basis; (3) 42% were attending Rhode Island College and 18% the University of Rhode Island; (4) 162 business administration graduates made an average salary of $32,444 per year; (5) 60 computer studies graduates made an average salary of $35,521 per year; (6) 18 dental hygiene graduates made an average of $46,974 per year; (7) 108 human services graduates, many of whom became teachers, made an average of $25,923 per year; (8) 238 liberal arts graduates made an average of $32,398 per year; (9) average engineering and technology graduate salaries have increased $7,966 since 1998, to $39,238; and (10) total degrees and certificates awarded by the college in 1999-2000 was 1,333, a decrease of 387 from 1994-1995. Salaries and job titles obtained are listed for each of the college's 28 programs. Appended are the survey and several comparative graphs. (EMH)

ED 457 921 JC 010 678

Brooks, L. Rayburn; Miller, Michael T.
The Economic Impact of a Technical College on Its Local Economy: A Case Study.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Community Change; Community Colleges; Economic Change; *Economic Impact; *Economics; Education Work Relationship; Educational Opportunities; *Local Issues; *School Community Relationship; Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Georgia

This paper examines the economic impact of Walker Technical Institute (WTI) in Georgia on its local economy. In 1994, the annual report by Georgia's Department of Technical and Adult Education found a 77% increase from 1985 in the number of students participating in classes. State financial support for the Department of Technical and Adult Education (DTAE) has not kept pace, however. For instance, system appropriation was reduced by $11 million in 1992 while system enrollment grew by 25,000 students. The paper analyzes three categories of economic impact: (1) spending by WTI, its faculty, its staff, and its students on local government; (2) spending by WTI, its faculty, its staff, and its students on local businesses; and (3) spending by WTI, its faculty, its staff, and its students on local individuals. The amount of institute-related revenues received by local government was determined to be $306,769. The direct economic impact on local businesses was determined to be $2,717,705. The study determined that there were three impacts on local individuals: (1) 456 jobs; (2) personal income of $3,287,631 from institute-related jobs and business activities;

to student course schedules; and three academic outcome variables: GPA, course completion, and attrition. Five research questions were investigated: (1) if relationships between enrollment and registration behaviors and student characteristics exist; (2) if interrelationships among the enrollment and registration behaviors exist; (3) if interrelationships among the academic outcomes exist; (4) whether enrollment and registration behaviors predict student academic outcomes; and (5) whether, while controlling for student characteristics, enrollment and registration behaviors predict student academic outcomes. The results indicate that while controlling for student characteristics, number of course drops and adds, when schedule changes were made, and when a student initially enrolled could predict 34% of variance in fall semester GPA beyond the 6.5% explained by student characteristics, and 44% of variance in semester course completion could be predicted beyond the 8.6% explained by student characteristics. (Contains 43 tables, 2 figures, and 142 references.) (KP)

ED 457 941 JC 010 700

Virginia Community College System Organizational Strategy for Distance Learning. Final Report.
PUB DATE- 01
NOTE- 219p.; Produced by the Distance Learning Task Force with guidance from PricewaterhouseCoopers consultants.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Distance Education; Educational Planning; *Educational Technology; Governance; *Online Courses; Organizational Objectives; Program Implementation; *Strategic Planning; Student Centered Curriculum; Two Year Colleges
IDENTIFIERS- *Virginia

In January 2001, the chancellor of the Virginia Community College System (VCCS) appointed a Distance Learning Task Force to develop a distance learning strategic plan. This final report details the Task Force's strategic plan in which they developed a distance learning vision, designed a prospective governance model, defined funding assumptions, and proposed a number of inter-related funding strategies. This report examines the strategic plan in six sections: (1) introduction; (2) current environment; (3) developing the distance learning governance model; (4) the distance learning governance model; (5) the distance learning funding model; and (6) implementation considerations (strategic, organizational, technology, delivery, policy, and process considerations). The plan endorses taking a student-centered approach to learning and providing support services that ensure student success and faculty development. Five key themes emerged from interviews and focus groups: rewards and incentives, structural balance, integrated services and infrastructure, quality assurance, and vision. It was also determined that strong and effective leadership is essential for realizing the distance learning vision. This report contains 11 appendices which include a glossary of terms, an interview guide, results from student and faculty surveys, four alternative governance models, four alternative funding models, learner services paths, and service center expenditure scenarios. (KP)

ED 457 942 JC 010 701

ED 457 961 PS 029 747

Stephen, Christine; Brown, Sally; Cope, Peter; Waterhouse, Steve
All Day Provision for 3- and 4-Year Olds. Interchange 68.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Foreign Countries; *Full Day Half Day Schedules; Participant Satisfaction; *Preschool Children; *Preschool Education
IDENTIFIERS- Availability (Programs and Services); *Program Characteristics; *Scotland

This study investigated the provision of all-day child care for preschool children in Scotland, asking: (1) What patterns of activity and behavior occur in the variety of settings where 3- and 4-year-olds have all-day provision? (2) What counts as a satisfactory all-day experience from the perspective of providers, practitioners, parents, and children? (3) What factors seem to be important in influencing the success of all-day provision from the perspectives of the different stakeholders? and (4) What are the specific issues that need to be addressed if all-day provision is to be further developed in line with Scottish Executive Education Department policy? Detailed findings from interviews, observations, and surveys included the finding that no one model of provision or one provider sector (private, voluntary, or local authority) offers a more satisfactory all-day experience than others. Findings also indicated that children in group care settings are being offered provision which is educational or supportive of development and has the incidental benefit to parents of meeting child care needs; however, meeting the needs of all-day and part-day children in one playroom is a matter of some concern for practitioners and requires more attention to the planning and pace of the daily program. (EV)

ED 457 962 PS 029 770

Milak, Douglas A.
Windows of Opportunity for At-Risk Children through Preschool Early Intervention.
PUB DATE- 01
NOTE- 67p.; Master's Project, Brandon University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; *Early Intervention; Family Programs; Foreign Countries; *High Risk Students; *Models; *Preschool Education; Program Effectiveness
IDENTIFIERS- Manitoba; Program Characteristics

Noting that large numbers of Canadian children enter kindergarten lacking basic adaptive, social, and academic skills and that research supports the effectiveness of early intervention, this master's project proposes a model addressing effective implementation of a collaborative multi-agency early intervention program in Manitoba that is family-focused and designed to enhance success in school by focusing on adaptive, social, and academic areas. The project's literature review identifies major risk conditions, characteristics of effective early intervention programs, and the efficacy of early intervention. The proposed model focuses on child and family participation nationally and in each state during the program's history. Following a brief discussion of the program, its history, and some of its achievements in reducing rates of low birth weight and infant mortality, the report consists of three sets of data: (1) a one-page national WIC profile of participation over the history of the WIC program; (2) 51 state WIC profiles (for 50 states and the District of Columbia) of participation over the history of the WIC program; and (3) data tables (appended) providing the national and state data on a year-by-year basis. (EV)

ED 457 981 PS 029 821

Shadoin, Linda M.; Cook-Griffin, Joni; Peterson, Jane L.
Skills for Families, Skills for Life: Helping Parents, Caregivers, and Teens Meet the Challenges of Everyday Living.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Basic Skills; *Child Caregivers; *Daily Living Skills; Health Promotion; Housing; Interpersonal Communication; Money Management; Nutrition; Parent Child Relationship; Parent School Relationship; Parent Student Relationship; *Parents; Safety; Sexual Abuse; *Skill Development; Social Support Groups; Stress Management

This book is designed to assist practitioners who work with families teach life skills to parents, caregivers, and older teenagers to help families solve daily living problems. Chapters 1 through 3 of the book describe the development of and need for this practitioners' guide, discuss the importance of skill teaching, and present the organization of the skills in the book. Chapters 3 through 14 focus on the following problem areas: (1) communication; (2) education; (3) housing; (4) medical needs; (5) money management; (6) child supervision; (7) social support; (8) nutrition; (9) sexual abuse; (10) stress; and (11) home safety. Each chapter offers an introduction that explains the problem area, followed by a list of skills that can be taught in that area. Under each skill heading is a list of component behaviors or steps that comprise the skill. For quick reference, a table delineating which living skills can be taught in each area is provided at the end of the book. (KB)

ED 457 982 PS 029 823

Bickart, Toni S.; Dodge, Diane Trister
El buen comienzo de la lectura: Lo que pueden hacer los padres durante los primeros cinco anos (Reading Right from the Start: What Parents Can Do in the First Five Years).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 71p.; For the English version, see ED 450 912. Illustrations by Sally Springer. Translations by Claudia Caicedo Nunez.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Children; Coping; Counselor Client Relationship; Cultural Differences; Disabilities; Family Influence; Individual Development; Individual Differences; Mental Health; *Stress Management; *Stress Variables; Student Teachers; *Teacher Student Relationship; Teachers; Therapists

Based on the view that children have special needs that must be recognized and attended to by the adults who care for them, this book explores the stressful experiences faced by children on a daily basis and presents advice and techniques for protecting children during those challenging experiences. Part 1 of the book focuses on children's experiences with and perceptions of stress, and Part 2 looks at professionals who work with children. The book's prologue, "The Undefeated: Lessons from Autobiographical Accounts" (Marilyn M. Maxson), reminds teachers of the hope that they will enhance students' individual dignity and worth and allow them to make their own contributions to humankind. The introduction then notes that although many stressful experiences are shared with others, the coping and healing will be individual and that the task of nurturance and guidance rests with adults. The chapters are: (1) "Stress: The View from the Inside" (Kaoru Yamamoto); (2) "The Impact of Family Stress upon School-Age Children" (Beth M. Houskamp and Rose Huff); (3) "Differing Cultures and the Morality of Schooling" (Maria A. Pacino); (4) "Stress and Children with Disabilities" (David P. Colachico); (5) "Matching Teaching Methods to Learning Styles" (Marc C. Mahlios); (6) "Mediating Stress: Personal Growth for Student Teachers" (Gail McEachron); (7) "Experienced Teachers: Seeing Children Whole" (Beverly Hardcastle Stanford); and (8) "From the Therapy Room" (Sherry Lawry Young). The book's epilogue reminds professionals working with children of the fundamental requirements for children's healthy development and that they have a powerful ally in the almost limitless sense of trust and hope that young children bring to the world. Each chapter contains references. (KB)

ED 458 002 PS 029 845

Freundlich, Madelyn
The Role of Race, Culture, and National Origin in Adoption. Adoption and Ethics, Volume 1.
PUB DATE- 00
NOTE- 161p.; For related documents in the series, see PS 029 846-848. Supported by the Hite Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adopted Children; *Adoption; Adoptive Parents; American Indians; *Child Welfare; Cultural Influences; *Ethics; Federal Legislation; Foster Care; Public Policy; *Racial Factors; Transracial Adoption
IDENTIFIERS- Hague Convention on Intercountry Adoption; Identity Formation; Indian Child Welfare Act 1978; International Adoption; *National Origin; Permanency Planning (Foster Care)

The controversies in adoption have extended across a spectrum of policy and practice issues, and although the issues have become clear, resolution has not been achieved nor has consensus developed regarding a framework on which to improve the quality growth and development research. Each issue of the newsletter includes announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The first 2001 issue includes the following articles: (1) "A Student Speaks..."; and (2) "2001 Biennial Meeting." The second 2001 issue includes the following articles: (1) "Focus on Students and Internet Research"; (2) "Taking the Road Less Traveled across Cultures and through Disciplines at NBCDI National Black Child Development Institute "; and (3) "The New Policy Scene in D.C." The third 2001 issue includes the following articles: (1) "Focus on Sudanese Children Coming to Rest: Lost No More"; and (2) "NIDA's National Institute on Drug Abuse Current Interests in Developmental Research." The fourth 2001 issue includes the following articles: (1) "Conferences Addressing Important Issues Concerning Children, Adolescents, and Families"; (2) "The Year in Review"; and (3) " SRCD's Child Development Abstract and Bibliography to End." (KB)

ED 458 020   PS 029 869

Sherrod, Lonnie, Ed.
Social Policy Report, 2001.
PUB DATE- 01
NOTE- 66p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Child Advocacy; *Children; *Citizenship Responsibility; Democracy; Demonstration Programs; Early Parenthood; Information Dissemination; Intervention; *Juvenile Justice; Mass Media Role; *Parent Education; Periodicals; Program Effectiveness; Public Opinion; *Public Policy; Social Cognition; Theories; Welfare Reform; Youth Problems
IDENTIFIERS- *Frame Analysis; Self Sufficiency; Welfare to Work Programs

This document is comprised of the four 2001 issues of a publication providing a forum for scholarly reviews and discussion of developmental research and implications for social policies affecting children. The topics featured in each of the issues are: (1) "Youth Civic Development: Implications of Research for Social Policy and Programs" (Constance A. Flanagan and Nakesha Faison); (2) "Self-Sufficiency Programs and Parenting Interventions: Lessons from New Chance and the Teenage Parent Demonstration" (Nancy E. Reichman and Sara S. McLanahan); (3) "Strategic Frame Analysis: Reframing America's Youth" (Franklin D. Gilliam, Jr. and Susan Nall Bales); and (4) "Adolescents as Adults in Court: A Developmental Perspective on the Transfer of Juveniles to Criminal Court" (Laurence Steinberg and Elizabeth Cauffman). (Each issue contains references.) (KB)

ED 458 021   PS 029 870

Shobo, Yetty
The Changing Faces of Arkansas' Children. Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

international law related to children; and (15) UNESCO and children's rights. Most of the papers contain references. (KB)

ED 458 039 PS 029 906

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.
Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Fall 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 126p.; For individual papers, see PS 029 907-911. For fifth article, see ED 441 617. For Spring 2001 edition, see ED 452 996. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Early Childhood Education; *Educational Practices; *Educational Research; *Electronic Journals; Hypermedia; Internet; Multicultural Education; Parent School Relationship; Parent Teacher Cooperation; Picture Books; Professional Development; Student Projects; Teaching Methods; Transitional Programs; Writing Instruction
IDENTIFIERS- Project Approach (Katz and Chard)

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. This issue of ECRP contains the following major articles: (1) "Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls" (Jean Mendoza and Debbie Reese); (2) "Starting School: Effective Transitions" (Sue Dockett and Bob Perry); (3) "Professional Growth Reconceptualized: Early Childhood Staff Searching for Meaning" (Alma Fleet and Catherine Patterson); (4) "The Synthesis of Writing Workshop and Hypermedia-Authoring: Grades 1-4" (Michael Seth Mott and Jeannine M. Klomes); (5) "Building Equitable Staff-Parent Communication in Early Childhood Settings: An Australian Case Study" (Patrick Hughes and Glenda MacNaughton); and (6) "Purposeful Learning: A Study of Water" (Becky Dixon). The issue concludes with an ERIC database search on multicultural education and children's picture books and a description of new ERIC/EECE publications and activities. (LPP)

ED 458 040 PS 029 907

Mendoza, Jean; Reese, Debbie
Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls.
PUB DATE- 01
NOTE- 32p.; For full journal issue, see PS 029 906. Earlier version presented at Symposium honoring Lilian Katz (Champaign, IL, November 5-7, 2000). Excerpted from Debbie Reese's 2001 Doctoral Dissertation, University of Illinois, Urbana-Champaign, "Native Americans in Picture Books Recommended for Early Childhood Classrooms, 1945-1999."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Book Reviews; *Childrens Literature; *Critical Reading; Cultural Awareness; Early

Chicana/o College Students: Focus on Success.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Environment; *College Students; Disadvantaged Youth; Higher Education; *Hispanic American Students; Models; *Qualitative Research; Research Methodology; Student Adjustment; *Student College Relationship; Success
IDENTIFIERS- Chicanos

A new approach has been proposed to increase the success of Chicana/o students in college. Rather than studying only students who leave college without completing their degrees, the new approach focuses on those students who succeed in college by completing their programs of study. The campus experience for students is conceived as a "black box" in which students who enter the black box with varying characteristics and experiences leave the black box either with a degree or as dropouts. What accounts for the difference is the students' ability to avoid or overcome the barriers to degree attainment present on their campus. Students who are successful develop expertise sufficient to overcome the barriers to success. Such expertise entails both theoretical and heuristic knowledge relevant to the barriers. By taking appropriate actions based on this expertise, the students are able to successfully complete their programs of study. By implementing a qualitative survey on a given campus, a local model of successful students can be developed that describes the local barriers to student success, the expertise required to overcome them, the actions that successful students take, the actions that the institution might take to help students overcome the barriers more easily, and the likely unintended consequences that may result from those actions. (Contains 29 references.) (TD)

ED 458 060 RC 023 192

Dyer, Caroline
Operation Blackboard: Policy Implementation in Indian Elementary Education. Monographs in International Education.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Educational Change; Educational Facilities Improvement; Educational Needs; *Educational Policy; Elementary Education; Elementary Schools; Foreign Countries; *Government School Relationship; Policy Analysis; *Program Effectiveness; *Public Education; Rural Schools; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *India; *Policy Implementation

Ever since it was first written into the new nation's Constitution in 1950, achieving universal elementary education has proven an elusive goal for India. This book examines the failure of the Operation Blackboard scheme to establish a minimum norm of essential facilities for primary schools but argues that, in spite of its failure, the scheme has been rich in important policy lessons. The book considers two in particular. First, the prevailing view of implementation,

Economic, Demographic, and Fiscal Impact of Nuchik, Inc. Poultry Processing Plant on the City of Artesia and the Artesia Public Schools.
PUB DATE- 98
NOTE- 43p.; Prepared for the City of Artesia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agribusiness; *Economic Development; *Economic Impact; Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; Employment Patterns; Enrollment Projections; Food Processing Occupations; *Population Growth; *Rural Schools; School Business Relationship; *School Districts; Taxes

The city of Artesia (New Mexico) was considering the issuance of $210 million in industrial revenue bonds (IRB) for construction of a new poultry processing plant 5 miles west of Artesia in Eddy County. Since property financed with IRB is exempt from all state and local property taxes for the life of the bonds, the city of Artesia requested an independent analysis of the economic, demographic, and fiscal impact of the plant on Artesia and its public schools, as well as a critique of a similar analysis conducted by a Texas consultant. The Texas report was found to be unreliable because it had too many unjustified assumptions and inaccurate data, it revealed a lack of knowledge of state and local finance issues in New Mexico, and its projected demographic impacts were unreasonable in light of the region's experience. The present analysis projected the creation of 1,596 new direct jobs and 1,946 new secondary jobs, with a total new payroll of $62.2 million. Area population was expected to increase by 4,716 to 6,079 persons. An increase of 763-984 new students was projected for Artesia public schools, which would require one new elementary school, one-half of a new middle school, and one-quarter of a new high school. The local school district would be responsible for financing the new classrooms, equipment, and other capital facilities out of the local property tax base. Depending on the population increase, the Artesia general fund could expect an annual net fiscal deficit of between $248,021 and $583,848, assuming that the current level of per capita general fund spending is maintained. A brief review outlines other studies of impacts of similar plants on small rural communities. (TD)

ED 458 079 RC 023 229

Ferguson, Gary
Shouting at the Sky: Troubled Teens and the Promise of the Wild.
PUB DATE- 99
NOTE- 263p.; Thomas Dunne books, an imprint of St. Martin's Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; At Risk Persons; Camping; Delinquent Rehabilitation; Drug Rehabilitation; Experiential Learning; *Group Dynamics; Group Therapy; Intervention; Outdoor Education; Personal Narratives; *Rehabilitation Counseling; Rehabilitation Programs; *Therapeutic Environment; *Wilderness; *Youth Problems
IDENTIFIERS- *Adventure Therapy; Healing; Rituals; Utah

This book describes a wilderness therapy program for troubled youth. Teenagers struggling with drugs, abusive or neglectful families, depression, suicidal thoughts, or their own impulses

Uses in Education; *Educational Technology; Foreign Countries; *Mathematics Education; Problem Solving; Secondary Education
IDENTIFIERS- DERIVE Computer Algebra System; MAPLE Computer Algebra System; Mathematica; *MuPAD Computer Algebra System

This paper compares a number of different Computer Algebra Systems (CAS) in their solution of one-step and multi-step problems. The CAS programs considered include DERIVE, Maple, Mathematica, and MuPAD while the problems are taken from the final examinations of grades 9 and 12 in Estonian schools. The different outputs to one-step problems with each system and the different approaches to multi-step problems possible with each system are explored. (MM)

ED 458 102 SE 065 200

Wurnig, Otto
Using TI-92 in the 9th-Grade of Austrian Grammar Schools--Hypotheses, Experiences, Results, Problems.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Analytic Geometry; *Educational Technology; Foreign Countries; *Graphing Calculators; Mathematical Applications; Mathematics Education; Secondary Education
IDENTIFIERS- Austria

This paper reports the results of student use of a TI-92 graphing calculator to solve algebra and analytic geometry problems in 9th grade Austrian classes. Students who had been trained in using the TI-92 were asked to compute x, given that a right-angled triangle had sides x, x 3, and x 6 in at least three ways, and to document their solution methods. An analysis of the frequency of a variety of methods including solving, graphing, using a table, and solving by hand is included. A similar analysis is carried out for a problem in analytic geometry. (MM)

ED 458 103 SE 065 201

McClory, Susan
Mathematics Remediation in the California State University System: One Campus' Approach.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two-Year Colleges (Chicago, IL, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Black Students; Higher Education; *Mathematics Education; Mexican American Education; Outreach Programs; *Remedial Instruction
IDENTIFIERS- San Jose State University CA

This paper reports on the problem of disproportionately high remediation rates among African-American and Mexican American college students in the California State University (CSU) system. In response to this need, it is reported that CSU began a program of having incoming students complete any necessary remedial courses within their first year of study. The implementation of this program at San Jose State University learning about the field of design and science content. However, the researchers had concerns regarding how well the curriculum was supporting the students in learning science. During this development process, the development team underwent a significant shift in their understanding of the theoretical framework called design-based science (DBS). Over time the researchers changed their ideas toward having students act as product designers using a design cycle instructional framework that incorporated science content. This paper documents how the changes in the curriculum design and the researchers' evolving understanding of DBS are informed and supported by data on student learning and student motivation in the classroom. The results of this work have implications for future reform-based DBS curricula. (Contains 15 references.) (PVD)

ED 458 128 SE 065 293

Buxton, Cory A.
The Importance of Context in Creating Change: The Case of a Reform-Minded Biology Department.
PUB DATE- 01
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Educational Anthropology; *Educational Change; *Feminist Criticism; Higher Education; Science Instruction; *Women Faculty; *Womens Education
IDENTIFIERS- Women in Science

This study explored how science and scientists were produced and reproduced within the setting of a university biology department. Building upon recent work in anthropology of education and feminist science studies, the study examined the reflexive questions of whether increased women's representation in science changes science practice and whether changing science practice increases women's representation in science. The methodology was designed to examine both the contextual values and the constitutive values of science in the training of scientists. Results showed some ways in which these values were shifting as more women assumed places of leadership within the department. At the same time, in other ways, the presence of women did not seem to cause the types of changes that feminist science studies have hypothesized. In terms of changing practices leading to changing representation, some evidence was found to support this assertion and other evidence that this might not always be the case. These findings can be interpreted through the anthropological perspective of practice theory in which individuals are seen as exerting agency both within and against institutional structures. (Contains 47 references.) (PVD)

ED 458 129 SE 065 294

Wetzel, David R.
A Model for Pedagogical and Curricula Transformation for the Integration of Technology in Middle School Science.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English

guide includes six lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts and information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2000 quarter board. (BT)

ED 458 153 SO 032 362

The Greatest Educational Change America Has Ever Seen. Teaching Guide . Grades 2-3.
PUB DATE- 00
NOTE- 38p.; For the teaching guide for grades K-1, see SO 032 361; for the teaching guide for grades 4-6, see SO 032 363.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; Geographic Location; *Geography; Government Role; Primary Education; *Social Studies; Worksheets
IDENTIFIERS- Fact Sheets; Money; Numismatics; United States Mint

This teaching guide for grades 2-3 focuses on the 1999-2000 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia. The guide includes six lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts and information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2000 quarter board. (BT)

ED 458 154 SO 032 363

The Greatest Educational Change America Has Ever Seen. Teaching Guide . Grades 4-6.
PUB DATE- 00
NOTE- 38p.; For the teaching guide for grades K-1, see SO 032 361; for the teaching guide for grades 2-3, see SO 032 362.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; Geographic Location; *Geography; Government Role; Intermediate Grades; *Social Studies
IDENTIFIERS- Fact Sheets; Money; Numismatics; United States Mint

This teaching guide for grades 4-6 focuses on the 1999-2000 United States Mint 50 State Quarters Program, which includes new quarter designs for the following states: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, and Virginia. The guide includes six lesson plans that fit easily into the curriculum, reproducible student worksheets that coincide with each lesson, state facts and information on the new quarter designs, a U.S. map template with state outlines, and the 50 State Quarters Program 1999-2000 quarter board. (BT)

ED 458 155 SO 033 018

Boyte, Harry C.
A Tale of Two Playgrounds: Young People and Politics.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, CA, August 30-Sept. 2, 2001).

The California Energy Crisis: Lesson Plan. Student Handout & Teacher's Guide.
PUB DATE- 01
NOTE- 10p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Crisis Management; Discussion (Teaching Technique); *Economics Education; *Energy; *Energy Management; High Schools; Social Studies; State Government; *State Regulation; Thinking Skills
IDENTIFIERS- *California; Deregulation; *State Role

As Californians put on another sweater, light candles, and open their electricity bills with shaking hands, the rest of the nation wonders who or what caused the problem and whether they will be next. Mixing with accusations about deregulation, there are also insistent voices blaming misguided and heavy-handed government for dimming the lights in California. This lesson plan contains readings and discussion questions which are designed to help students find their way through all the pointing fingers. The lesson plan provides excerpts from three articles about the California energy crisis, and students are asked to read carefully and then work through the questions on their own or with a classmate. Included is a teacher guide that provides questions and answers and 5 Internet resources. (BT)

ED 458 178 SO 033 081

Hawkins, John N., Ed.; Cummings, William K., Ed.
Transnational Competence: Rethinking the U.S.-Japan Educational Relationship. SUNY Series, Frontiers in Education.
PUB DATE- 00
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Context; *Educational Cooperation; *Exchange Programs; Foreign Countries; High Schools; *Higher Education; *Intercultural Programs; *International Education; International Relations; Second Language Learning; Study Abroad
IDENTIFIERS- *Japan; Knowledge Networks; Transnationalism; *United States

Born out of a bilateral project between distinguished scholars in Japan and the United States, this book provides a definitive and comprehensive study of the status of relations between these two countries in an educational context. The book covers a range of themes, including analysis of the traditions of educational exchange, the role of grassroots organizations, the knowledge network, university exchanges, language competence and scientific and technical exchanges. Following the introduction "Exchanges in a Borderless World Economy" (Richard J. Wood) articles under Part 1: The Challenge are: (1) "Transnationalism and Transnational Competence" (William K. Cummings); (2) "The Knowledge Network" (Philip G. Altbach; Toru Umakoshi); and (3) "Foreign Language Education" (Kazue Masuyama). Articles under Part 2: Educational Exchanges are: (4) "An Overview of Cultural and Educational Exchanges" (Akimasa Mitsuta; Peggy Blumenthal); (5) "Sister City and High School Exchanges" (Yoshiya Abe; Roberta Wollons); (6) "Collegiate Exchanges" (John N. Hawkins; Yoshiro Tanaka; Tina

"Reader Response to Drama: Prospecting for Human Understandings and Connections" (Linda Varvel); (11) "Hill Climbing with Thoreau: Creating Meaningful Carryover" (Mary Jo Schaars); (12) "Intensifying Transactions through Multiple Text Exploration: A Literature Circle Approach to Novels Set in the United States During World War II" (Elizabeth A. Poe); (13) "Role-Playing Experiences: Expanding Readers' Responses to Literature" (Nicholas J. Karolides); and (14) "A Writing-To-Learn/Reader-Response Approach to Teaching 'Antigone'" (Duane H. Roen). Part 4, "Exploring Differences: Gender, Race and Culture," includes (15) "'Trifles' as Treason: Coming to Consciousness as a Gendered Reader" (Laura Quinn); (16) "Reading and Teaching from the Outside: Responding to Native American Literature" (David W. Furniss); (17) "CultivaReader Response: Dawn's Responses to 'The Things They Carried' and 'When Heaven and Earth Changed Places'" (Arlette Ingram Willis); (18) "Teacher Learning in Response to Autobiographical Literature" (Jocelyn Glazier, Mary McVee, Susan Wallace-Cowell, Bette Shellhorn, Susan Florio-Ruane, and Taffy E. Raphael); (19) "Calypso, Jazz, Reggae, Salsa: Literature, Response, and the African Diaspora" (Linda A. Spears-Bunton); and (20) "Reader Responses to Roethke's 'My Papa's Waltz': Exploring Different Perspectives" (Jean E. Brown and Louise Garcia Harrison). (Papers contain references.) (SM)

ED 458 197   SP 040 299

Artzt, Alice F.; Armour-Thomas, Eleanor
Becoming a Reflective Mathematics Teacher: A Guide for Observations and Self-Assessment. Studies in Mathematical Thinking and Learning Series.
PUB DATE- 02
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Elementary Secondary Education; Higher Education; *Mathematics Teachers; Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); Student Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction; Teacher Knowledge

This activity-oriented book for preservice mathematics teachers who are taking methods courses or who have been student teaching offers a framework for teacher reflection and self-assessment. It supplies detailed observation instruments for observing other teachers, reflective activities, and guidelines and instruments for supervisors. There are eight chapters in three parts. Part 1, "Philosophical Basis for the Model," includes (1) "Toward an Understanding of Student-Centered Teaching"; (2) "A Framework for the Examination of Instructional Practice"; (3) "A Framework for the Examination of Teacher Cognition"; and (4) "Putting It All Together." Part 2, "How To Use This Model," includes (5) "Using the Model to Examine the Instructional Practice and Cognitions of Other Teachers"; (6) "Using the Model to Examine Your Own Instructional Practice and Cognitions"; and (7) "Using a Portfolio to Document How You Engage in Self-Assessment and Reflection." Part 3, "Evidence: The Model in Action," includes (8) "Case Studies of the Model in Action: Five Cases." Four appendixes present research results, observation forms, activities to assess student progress. After completing the delineation, and beginning the alignment processes, calibration begins. Calibration is the act of conducting communications and interactions with teaching staff based on the information from the other two phases. Score reports should be used to improve calibration, and teachers can reflect on their level of calibration accuracy by attempting to predict student results on state assessments. There is a distinct difference between traditional notions of test preparation and aligning and calibrating instruction and assessments with the state assessments, specifications, and standards. Delineation, alignment, and calibration are academic endeavors that demand unending commitment and ample time and resources to avoid falling into mere test preparation. (SLD)

ED 458 216 TM 033 150

Cassady, Jerrell C.
Self-Reported GPA and SAT Scores. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Based on an article originally appearing in "Practical Assessment Research and Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Entrance Examinations; *College Students; Education Majors; *Grade Point Average; Higher Education; Psychological Studies; *Research Methodology; Teacher Education
IDENTIFIERS- ERIC Digests; Scholastic Assessment Tests; *Self Report Measures

This digest investigates the methodological practice of relying on self-reported Scholastic Assessment Test (SAT) and grade point average (GPA) scores on educational-psychological research, explores the differential reliability of self-reported SAT and GPA values, and examines trends of deviation in a sample of midwestern teacher education students. Eighty-nine undergraduates at a mid-sized university reported their current cumulative GPAs and the scores they had received on the SAT. Each participant's reported value was categorized as an overestimation, an underestimation, or as accurate in relation to official records. Participants had highly reliable self-reported GPA levels, suggesting that such self-reports are sufficiently adequate for research use. The overall accuracy of self-reported SAT scores was lower than that of GPAs, but the average accuracy was still within reasonable guidelines. The accuracy of self-reported scores was dependent on the independent variable of performance level. The ease of acquiring self-reported SAT and GPA data makes this practice an attractive alternative to the more laborious practice of accessing official student records. However, these results do not support the use of self-reported GPA and SAT scores for policy decisions, especially if the students are able to determine the intent of score collection. (SLD)

ED 458 217 TM 033 151

Schafer, William D.
Replication in Field Research. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

and women. Others suggest that on-line discussion contains the same gender bias as face-to-face classroom communication. This study analyzed the 456 discussion postings of 34 students in 2 online college courses. Each discussion posting was analyzed for seven variables: frequency, length, readability, audience, purpose, reference, and format. Male and female discussion items differed significantly in length, use of indicators to specify a particular reader, purpose, and use of formal signature. Male and female discussion items did not differ in frequency, readability, intended audience, or references to personal experience or outside sources. From this preliminary study, a number of additional items are identified for investigation. Five appendixes contain figures illustrating points of the discussion. (Contains 10 tables and 29 references.) (Author)

ED 458 238 TM 033 399

Williamson, David M.; Mislevy, Robert J.; Almond, Russell G.
Model Criticism of Bayesian Networks with Latent Variables.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Bayesian Statistics; *Cognitive Tests; *Mathematical Models; *Networks
IDENTIFIERS- *Latent Variables

This study investigated statistical methods for identifying errors in Bayesian networks (BN) with latent variables, as found in intelligent cognitive assessments. BN, commonly used in artificial intelligence systems, are promising mechanisms for scoring constructed-response examinations. The success of an intelligent assessment or tutoring system depends on the adequacy of the student model, representing the relationship between the unobservable cognitive variables of interest (thetas) and the observable features of task performance (x) with the probability model for x given theta expressed as a BN. The method for model fit analyses investigated in this study is appropriate for several uses in cognitive assessment. Data were generated for posited models to reflect the true BN model and several discrepancies from the true model. The study examined three indices: (1) Weaver's Surprise Index (Weaver, 1948); (2) Good's Logarithmic Score (Good, 1952); and (3) the Ranked Probability Score (Epstein, 1969). Simulation studies offer promise for the usefulness of the Ranked Probability Score and Weaver's Surprise Index as global measures and node measures to detect specific types of modeling errors in the latent structure of BNs. The introduction of this methodology and the emphasis on model criticism of BNs with latent variables provide a means of maximizing the accuracy and usefulness of BN models for a variety of applications. (Contains 4 tables, 9 figures, and 26 references.) (SLD)

ED 458 239 TM 033 400

Miller-Whitehead, Marie
Inter-Rater Reliability on Performance Criteria: Theoretical Issues.
PUB DATE- 01

the regional education laboratories; (1) Northeast and Islands Laboratory at Brown University (LAB); (2) Mid-Atlantic Laboratory for Student Success (LSS); (3) Appalachia Educational Laboratory (AEL); (4) The Regional Educational Laboratory at SERVE; (5) North Central Regional Educational Laboratory (NCREL); (6) Southwest Educational Development Laboratory (SEDL); (7) Mid-continent Research for Education and Learning (McREL); (8) WestEd; (9) Northwest Regional Educational Laboratory (NWREL); and (10) Pacific Resources for Education and Learning (PREL). (SLD)

ED 458 259 TM 033 422

Enrollment Fact Book, Fall 2000: Selected Enrollment Statistics Profiling Mississippi's Public Universities.
PUB DATE- 01
NOTE- 71p.; Produced by Office of Research and Planning.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Enrollment Trends; Full Time Equivalency; Full Time Students; Graduate Students; Higher Education; Part Time Students; Public Colleges; Tables (Data)
IDENTIFIERS- *Mississippi

This publication presents data on fall 2000 enrollment in Mississippi's public higher education institutions. Section 1, "Total Headcount Enrollment," includes on- and off-campus headcount enrollment by level, ethnicity, gender, residence, and headcount and full-time equivalent (FTE) enrollment by level and full- or part-time status. Section 2, "On-Campus," includes headcount enrollment by level; headcount enrollment by ethnicity, gender, and residence; headcount enrollment by full-time and part-time status and FTE enrollment by level; distribution of enhanced ACT composite scores for freshmen; headcount enrollment by students' origin; headcount enrollment by out-of-state students' residence; headcount enrollment by counties for residents of Mississippi; location of students, by counties for Mississippi residents; total headcount enrollment by program category; graduate headcount enrollment by program and part-time or full-time status; and graduate headcount enrollment by program category. Section 3, "Off-Campus," contains tables of headcount enrollment by level; headcount enrollment by ethnicity, gender, and residence; headcount and FTE enrollment by level and full-time and part-time status; total headcount enrollment by program category; graduate headcount enrollment by academic program and full-time and part-time status; and graduate headcount enrollment by program category. Section 4, "Other Locations," contains headcount enrollment by level; headcount enrollment by ethnicity, gender, and residence; headcount enrollment by full-time and part-time status, and FTE enrollment by level; and total headcount enrollment by program category. Section 5 provides headcount enrollment data for the University of Mississippi Medical Center by program category, level, ethnicity, gender, residence, and full-time or part-time status. (Contains 25 tables.) (SLD)

ED 458 260 TM 033 423

Lewis, Anne
Benchmarks for Accountability: Are We There Yet? 1999 CRESST Conference Proceedings (Los Angeles, California, September 16-17, 1999). CSE Technical Report 547.
SPONS. AGENCY- Office of Educational Research and Improvement

McKay, Veronica, Ed.; Treffgarne, Carew, Ed.
Evaluating Impact. Education Research, Serial No. 35.
PUB DATE- 99
NOTE- 272p.; Based on papers presented at the Forum on Impact Studies of the Department of International Development (London, England, September 24-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Evaluation Methods; Models; *Program Evaluation
IDENTIFIERS- *Impact Evaluation; *Participatory Evaluation

Papers in this collection address issues related to participatory approaches to assessing impact. The first section, "What Is an Impact Study and How Should We Do It?" contains: (1) "Participatory Impact Assessment" (John Shotton); (2) "Participatory Action Research as an Approach to Impact Assessment" (Victoria McKay); (3) "Participatory Approaches to Impact Studies" (Sasidhara Rao); and (4) "Evaluation vs. Impact Studies" (N. V. Varghese). The second section, "The Role of Baseline Studies in Impact Assessment," contains: (5) "School Focused Baseline Assessments as a Catalyst for Change" (Carol Moloney); (6) "A General Framework for Evaluating Educational Programmes" (Samir Guha Roy); and (7) "Issues To Consider When Planning a Baseline Study" (Tony Luxon). Section 3, "Stakeholder Perspectives," contains: (8) "Identifying Stakeholders" (Dermot F. Murphy and Pauline Rea-Dickins); (9) "Considering the Audience an Important Phase in Project Evaluations" (Dermot F. Murphy and Clara Ines Rubiano); and (10) "Impact Studies and Their Audiences" (Coco Brenes and Tony Luxon). Section 4, "Relationship between National and External Researchers," contains: (11) "A Note on a Participatory Impact Study in Eritrea: Exploring the Relations between National and External Researchers" (Tefsai Bariaghaber); (12) "The Relationship between National Researchers and External Researchers" (Harvey Smith with Paul Bernell); (13) "Impact Studies: The Role of an Insider/Outsider" (Mohammed Melouk); and (14) "Impact Assessment in Educational Projects: Some Perspectives on the 'Insider-Outsider' Debate" (Dave Allan). Section 5, "Training Teachers as Researchers," contains: (15) "Helping Teachers To Develop Competence Criteria for Evaluating Their Professional Development" (Alan Peacock); and (16) "Combining the Teaching of Research Methods with an Assessment of Project Impact" (Elijah Sekgobela). Section 6, "Topicality vs. Sustainability," contains: (17) "A Consideration of Project Assessment: Topicality vs. Sustainability" (Jeff Samuelson and Sarah Harrity); and (18) "Topicality vs. Sustainability in the Evaluation of the South African Book Aid Project" (Cleaver Ota). Section 7, "Impact Assessment and Sustainability," considers; (19) "Background to the MAPP Evaluation" (Carew Treffgarne); (20) "Sustaining Impact: The Mexican Advanced Professionalisation Project" (Keith Morrow); (21) "Assessing the Impact of Sector Wide, Institutional and Policy Outcomes" (Kora Basich); and (22) "Determining the Unanticipated Outcomes and Using These as Benchmarks for Future Projects" (Jorge Anguilar Rodrigues). The final section, "Anticipated/Unanticipated Outcomes," contains: (23) "Anticipated and Unanticipated Project Benefits" (Mfanwekonsi Malaza); (24) "The PROSPER Impact Study: A Consideration of Sector-Wide Outcomes" (Mirela Bardi and Roy Cross); (25) "Research and Evaluation in DPEP: A Review of Current Practices and Future Strategies in Impact Assessment" (Roopa Joshi); and (16) "Concluding Comments from the DFID Education Division"

van Landingham, Ava Pugh; Groves, Fred; Washington, Jerrilene
An Analysis of Elementary Pre-Service Teacher Attitudes toward Two Different Methods Course Formats.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 15-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Organization; Curriculum; *Elementary Education; *Methods Courses; Preservice Teacher Education; *Preservice Teachers; *Teacher Attitudes

This study was conducted to determine if there were any differences in the opinions of preservice teachers about the effectiveness of a new block structure for elementary education and methods courses and opinions about the previous course structure. The new structure implemented in the 2000-2001 academic year reduced the courses in elementary education and methods from four to two and decreased the time for on-site field experiences. A total of 144 elementary education preservice teachers participated from fall 1999 through spring 2001. In general, attitudes about the degree of preparation for teaching dropped during the 2000 academic year but rose to equal or exceed those of fall 1999 by spring 2001. This pattern may reflect a period of adjustment for instructors or uncertainty on the part of students. The reduction in the number of courses apparently had only a temporary negative effect on student attitudes about preparation for the subject content areas. (SLD)

ED 458 301 TM 033 481

Cho, In-Young; Park, Hyun-Ju; Choi, Byung-Soon
Conceptual Types of Korean High School Students and Their Influences on Learning Style.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Chemistry; Cognitive Style; *Concept Formation; Foreign Countries; *High School Students; High Schools; Interviews; Kinetics; Science Instruction; Student Characteristics
IDENTIFIERS- *Conceptual Change; South Korea

This study focused on high school students' conceptions and substantial concept change learning processes when studying the kinetic theory of gases. The study was conducted in 1998 in four classes of a public metropolitan high school in South Korea. Data was collected through semistructured and in-depth interviews and participant observation of three core participants. Each core participant was interviewed individually or in a group four times before, during (twice), and after instruction. Additional data sources included tests, questionnaires, written quizzes, and student profiles written by teachers. Three conceptual types were distinguished: (1) superficial terms speaking; (2) partial sense making; and (3) elaboration of conceptual networks. The characteristics of conceptual change learning processes were investigated. In and other sources of cultural identity continue to be the basis for social divisions, it appears to be the unequal distribution of resources and perceived threat of loss of those resources that enable cultural, gender, racial, and religious bias to flourish. After defining wealth and capital, the paper discusses affirmative action and proposes adjustments that target larger and more diverse groups (those that are low on wealth and wealth-derived capital resources). It describes an affirmative development policy within education that would emphasize deliberate or affirmative development of academic ability in a broad range of students who have historically been deprived of resources and who are under-represented among academically high achieving students. It also emphasizes the need to develop students' intellectual competence. (SM)

ED 458 322 UD 034 535

Acker-Hocevar, Michele; Touchton, Debra
Principals' Struggle To Level the Accountability Playing Field of Florida Graded "D" and "F" Schools in High Poverty and Minority Communities.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Administrator Attitudes; Administrator Role; *Educational Improvement; Elementary Secondary Education; Equal Education; High Stakes Tests; *Leadership; *Minority Group Children; *Poverty; *Principals; School Effectiveness; State Legislation; State Standards; Teacher Persistence; Teacher Recruitment
IDENTIFIERS- *Florida

This study examined the perceptions of Florida principals from failing high poverty/minority schools regarding accountability measures placed upon their schools by state legislation. Data collection included field notes, observations, and interviews regarding principals' impressions of the state's accountability system, how their role was influenced by the system, and how they negotiated internal and external accountability. Four themes emerged: effects of poverty on teaching and learning, building organizational capacity, high stakes testing, and recruitment and retention of teachers. Principals felt they faced continual pressure to improve student performance and meet state and district mandates while supporting teachers and students. They believed their everyday problems were very different from those of peers in less diverse schools. Principals were not against Florida's standards or accountability but rather the inequity of using high stakes testing to compare students with different needs when grading schools. They believed they needed more time to raise student achievement levels. They recognized that their schools concentrated on short-term change due to the urgency of improving their failing grades. Principals felt threatened by mandates from the top. They reported losing teachers to other professions and schools because of poor teaching conditions. They fought districts for more teachers to reduce class size. (Contains 26 references.) (SM)

ED 458 323 UD 034 540

inservice training; smart classrooms led by technology using teachers educators; professorial change through technological collaboration; training tutors online; the evolution of a faculty and staff Web development program; staff development through a turnkey training model; the development of faculty technology competencies; empowerment of personnel to survive in an IT-enabled organization and an e-world; articulating technology needs to administrators and policy makers; a comparison of two models of faculty development; student expectations of distance educators--instructor roles in an interactive televised classroom; organizational learning; summer technology institutes; faculty perception to the integration systems thinking in a teacher preparation program; the faculty retreat as a tool for technology enhancement and team building; technology staff development at an urban public university; justification of technology teacher training from human performance perspective; increasing the use of computers in early childhood teacher education; and the practical use of classroom technology. Most papers contain references. (MES)

ED 457 828   IR 020 898

Crawford, Caroline M., Ed.
Graduate & Inservice. SITE 2001 Section .
PUB DATE- 01
NOTE- 252p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Faculty Development; Graduate Study; Higher Education; *Inservice Teacher Education; Standards; *Technology Integration
IDENTIFIERS- Technology Utilization; Web Based Instruction

This document contains the papers on graduate and inservice teacher education from the SITE (Society for Information Technology & Teacher Education) 2001 conference. Topics covered include: media literacy across the curriculum; contextual learning about information technology (IT); IT in teacher education; reform in a graduate school technology program; the Brazilian national computer forum for education; integrating standards into educational technology masters programs; developing professional development schools; a teacher development model for scaffolding technology integration; teaching electronic information research skills to teachers; overcoming barriers to technology integration through mentoring; ensuring technology leaders; aligning graduate credit courses with standards; subject-specific technology integration training; teachers discovering and integrating technology; the South Central Regional Technology in Education Consortium; a partnership to enhance technology integration; ways to integrate technology into the classroom; information and communications technology (ICT) training for teachers; networked learning; whole theme learning in the Internet virtual community; constructing knowledge networks; models of professional IT development for practicing teachers; a framework for designing professional development courses in instructional technology for teachers; a professional development plan for integration technology; an inservice methodology course via the Internet; teacher reflections on

This document contains the following papers on technology diffusion from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "A Response to Technology Integration in Teacher Education for Merit, Tenure, and Promotion" (Cindy L. Anderson and David Starrett); (2) "Online Technical Support Database for Educators" (Cathy Cavanaugh); (3) "The Digital Divide Found in American Education: The Increasing Technological Disparity in America's Schools" (Linlin Irene Chen and Jane Thielemann); (4) "Real-Time Learning in a Virtual World" (Patricia Donohue and Coy Ison); (5) "Operationalizing a Technology Standards with Proficiency Skill Sets" (David Georgi); (6) "Using Intelligent Agent Tutors" (Steve Knode and Jon-David W. Knode); (7) "Integrating Videos into a Business Calculus Class" (Bob Richardson and Brian Felkel); (8) "Use of FrontPage 2000 To Develop and Manage a Teacher's Educational Web Site" (Armand St-Pierre); (9) "Successful Mulidisciplinary, Thematic Curriculum Activities: Development, Implementation, and Impact" (Neal Topp, Cecil Doshier, and Carolyn Schlager); and (10) "ADOPT-A-SCHOOL" (Liezel Wilkinson and Guillaume Nel). Most papers contain references. (AA)

ED 457 842 IR 020 937

Espinoza, Sue, Ed.
Telecommunications: Graduate & Inservice. SITE 2001 Section .
PUB DATE- 01
NOTE- 155p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Distance Education; *Educational Technology; Group Discussion; Higher Education; Online Courses; *Teacher Education; *Technology Integration; Virtual Classrooms; World Wide Web
IDENTIFIERS- *Web Based Instruction

This document contains the following papers on graduate and inservice telecommunications from the SITE (Society for Information Technology & Teacher Education) 2001 Conference: (1) "Teaching Technology with Technology" (Michelle Adelman and Susan Luftschein); (2) "Standards of Practice: Online Educator Inservice Workshop" (Cathy and Terry Cavanaugh); (3) "Mission Possible: Project-Based Learning Preparing Graduate Students for Technology" (Harrison Hao Yang); (4) "Managing On-Line Courses around the World" (Nancy Mines and Barbara McKenzie); (5) "Virtual Facilitation: Developing and Managing Relationships in Virtual Teams" (David J. Pauleen); and (6) "The Education Technology Revolution Challenge" (Timothy Tyndall). Most papers contain references. (AA)

ED 457 843 IR 020 953

Abramson, Trudy, Ed.
Telecommunications: Preservice Applications. SITE 2001 Section .
PUB DATE- 01
NOTE- 60p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English

sessions, including the "Welcome" presentation by R. David Lankes; transcription from the keynote address by Michael B. Eisenberg and Charles R. McClure; and background on the "Impacts of Digital Reference" panel. The presentations and papers that follow provide a snapshot of current services, research initiatives, and products that help define the field of digital reference. Sections are arranged by topic (or conference track), each one highlighting a different area of digital reference: (1) "Real-Time Technologies" features services using Web contact software and instant messaging technologies for digital reference; (2) "Software for Digital Reference" introduces tools developed in-house for specific services as well as customizable applications; (3) "Managing Digital Reference Services" discusses issues in service development and maintenance including staffing, question-answer procedures, publicity, technical support, and modes of service; (4) "Issues and Research in Digital Reference" presents a range of topics including standards development, commercial versus non-profit services, communications issues, and digital reference service in government and distance education contexts; (5) "Spotlight on User Needs and Behaviors" focuses on methods for gathering and interpreting data from users and translating needs into effective service; (6) "Digital Reference Service Spotlights" includes first-hand experiences from one subject-related AskA service and academic and government libraries; (7) "Digital Reference Networks" offers insights on collaborative efforts in digital reference among multiple institutions; and (8) "Resources in Digital Reference" highlights processes for developing, procuring, and evaluating resources for use in online and traditional and reference service. (AEF)

ED 457 862 IR 058 327

Brown, Gerald R., Ed.
Sri Lanka-Canada School Library & Information Services Program Components: A School Library Study Tour (Lower Fraser Valley Mainland, Vancouver, British Columbia, Canada, September 22-October 3, 2001). Report.
SPONS. AGENCY- World Bank, Washington, DC.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Information Services; *Library Services; *School Libraries; Systems Approach
IDENTIFIERS- *Canada; *Sri Lanka

The Government of Sri Lanka entered in an agreement with IDA (International Development Association) (World Bank) to undertake the implementation of a set of reforms recommended by a number of study panels appointed for this purpose. These recommendations were classified under eight components and the General Education Project II (GEP II) was established to coordinate the implementation of the activities listed under each component by the relevant implementing agencies. All these components are interrelated and have a system approach. The School Libraries is one of the components and the School Library Development Unit was established in the Ministry of Education with the responsibility of implementing the activities under the component. Objectives were to support and stimulate an activity-based curriculum and to encourage the

(4) contractual (base) salaries paid to full-time personnel was $52,541 for faculty, $64,155 for administrators, and $53,296 for nonteaching professionals; and (5) the average cost of fringe benefits for full-time employees was $7,095 for full-time faculty, $7,240 for administrators, $6,915 for nonteaching professionals, and $6,382 for classified staff. (Includes 25 tables.) (EMH)

ED 457 881 JC 010 626

Perry, Janet
Program and Course Taker Student Satisfaction Survey Report.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; Educational Facilities; *Participant Satisfaction; *Student Attitudes; *Student College Relationship; Student Needs; *Student Surveys; Technical Institutes; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Fox Valley Technical College WI

Since 1987, Fox Valley Technical College (FVTC) in Wisconsin has administered a student satisfaction survey to both the Appleton and Osh Kosh campuses. In 1993, FVTC began using the American College Testing (ACT) Program's Student Opinion Survey, Two-Year College Form. This survey elicits student opinions on college services, academic areas, admissions, rules and policies, facilities, registration, and general items. Both program students (students enrolled for credit) and course-takers (noncredit students) were surveyed; 787 program students and 526 course-takers completed the survey. Results for the 1999 survey include: (1) five of the 64 program-student ratings increased significantly from 1997 to 1999, including health services, instructor attitude toward students, and value of information provided by advisor; (2) five of the 64 program-student ratings also decreased significantly from 1997, including computer services, classroom facilities, business training facilities/equipment, industrial arts/shop facilities, and parking facilities; (3) 11 of the 32 course-taker student ratings increased significantly from 1997, including quality of instruction, course content, and class size; (4) all students' overall level of satisfaction with the college was very positive; (5) most program students were taking classes on the Appleton campus and were white, generally under age 21, single, and without children; and (6) most course-taker students were enrolled in courses throughout the district and were older than 29, female, white, and without children. (Includes numerous tables and a sample survey.) (EMH)

ED 457 882 JC 010 627

Perry, Janet C.
Faculty Advising Survey Results, 1996 through 2001.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Counselor Client Ratio;

higher education for an underserved population in San Bernardino County. Community college attendance rates would be improved throughout the region. The California Postsecondary Education Commission responds that CCCD's proposal meets review criteria for the new educational center, and that state legislature is recommended to authorize its development. Background is provided on the role of the commission in the reviewing of proposals such as this, along with some history of the need for the proposal in the first place. CCCD provides demographic information on itself and discusses the area of the new Fontana site in geographical context. Racial and ethnic backgrounds of the surrounding populations are listed. The final section of the report addresses the review process taken on by the commission for the proposal. Enrollment projections, programmatic alternatives, service to the disadvantaged, academic planning and program justification, consideration for the need for funding, consideration of alternative sites, geographic and physical accessibility, environmental and social impact, effects on other institutions, and economic impact are all taken into consideration. Several maps are included. Appended are guidelines for review of proposed university campuses, community colleges, and educational centers, and various forms and letters. (CJW)

ED 457 902   JC 010 655

Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities.
PUB DATE- 00
NOTE- 79p.; Developed based on recommendations of a Special Alternate Media Workgroup established by the Consultation Council.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Braille; *Communication Aids (for Disabled); *Community Colleges; Delivery Systems; Disabilities; *Educational Media; Educational Technology; Electronic Text; Guidelines; Information Dissemination; *Instructional Materials; Laws; *Media Adaptation; Online Systems; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Title II, Section 504 of the U.S. Department of Education's Office for Civil Rights (OCR) requires community colleges to provide access to print and computer-based information for students with visual impairments. In response, the Chancellor's Office of the California Community College system prepared a budget change proposal (BCP) for the 2000-2001 fiscal year to request funding to assist colleges with acquiring this equipment and staff. Part 1 of this report offers guidelines for colleges to use in response to requests for materials in alternate media. The types of alternate media available to those with visual impairments include: (1) audio/readers; (2) Braille; (3) tactile graphics; (4) large print; and (5) electronic text. This section also discusses considerations for formatting e-text and designing software and Web pages, resolving disputes, and establishing policies and procedures. Part 2 presents the guidelines for implementation of Assembly Bill 422, which requires that publishers of certain instructional materials provide electronic versions of those materials to community colleges so that students may have and (3) $211,066 worth of durable goods procured with income from institute-related jobs and business activities. This study used the Caffrey and Isaacs (1971) economic impact model. (Contains 10 references and 5 tables.) (NB)

ED 457 922 JC 010 679

Townsend, Barbara K.
The Shrinking Divide between Upper and Lower Division Courses: A Baccalaureate Meltdown?
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; College Credits; *Community Colleges; *Institutional Cooperation; Teacher Education; *Teacher Education Programs; Two Year Colleges; Undergraduate Study; *Universities

This paper examines the shrinking divide between upper and lower division courses and the phenomenon of two-year colleges now being authorized to offer the community college baccalaureate. The author describes the following three educational trends: (1) the upside-down baccalaureate degree, where the order in which students take general education courses and courses in their major is reversed; (2) the emerging role of the community college in teacher education; and (3) the community college baccalaureate. Students in applied associate degree programs aren't always finished with their education. For instance, the author states that in Missouri, 10% of those who received an applied associate's degree transferred to a Missouri public four-year college during the next academic year. The League of Innovation for Community Colleges advocates an upside-down degree for these students so that they will not lose the degree credits they earned in applied fields when they transfer. Articulation agreements for upside-down degrees represent collaboration and cooperation between two-year and four-year colleges. In addition, some states, because of the shortage of K-12 teachers, are moving toward greater involvement of the community college in teacher education. Maryland has recently developed an Associate of Arts in Teacher Education degree. Maryland's 16 community colleges and 22 four-year institutions worked together to develop the program, which allows students to transfer with 15 or more credits toward their majors. (Contains 15 references.) (NB)

ED 457 923 JC 010 680

learning maricopa.edu.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; College Role; *Community Colleges; Culture; Diversity (Student); Leadership; *Learning; Learning Modalities; Learning Processes; Learning Strategies; *Learning Theories; Lifelong Learning; Scholarship; Social Behavior; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

The Maricopa Community College District (MCCD) intends this document to serve as a starting point for focusing on the

Results Report, Fiscal Year 2001.
PUB DATE- 01
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Accountability; *Community Colleges; *Educational Improvement; Educational Planning; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In Illinois, 39 community college districts and one multi-community college center provide access to nearly one million students each year. The Illinois Community College System developed this strategic plan, the "Promise for Illinois," to outline the role community colleges should play in building a strong future for the state and its residents. This report for fiscal year 2001 provides continuing evidence of the individual and collective accountability the colleges and the state board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for higher education. Information is provided for each of six statewide goals that (1) relates the priorities and pledges that form the "Promise for Illinois," as well as college priorities to these goals; and (2) identifies common and individual college initiatives and actions and state-level initiatives that support the goals. These six goals are defined as: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. Each college reported two best practices, one academic and one administrative, that support one or more of these six statewide goals. Detailed descriptions of these best practices are included in the appendix. (KP)

ED 457 943 JC 010 702

Pottle, Laura
Geographic Information System (GIS) Applications at a Multi-Site Community College.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Assessment; *Environmental Research; *Geographic Location; *Institutional Characteristics; *School Community Relationship; School Location; *Site Analysis; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Front Range Community College CO

This report presents the Front Range Community College (FRCC) (Colorado) Office of Institutional Research's recent expansion of its data analysis and reporting capabilities to include a geographic information system (GIS). Utilizing ArcView GIS software, the college is better able to visualize institutional and environmental data. They have created a mapping database of their state and service area to which institutional and environmental scanning information can be added. The resulting maps geographically display select data. In addition to creating a unique visual representation, GIS allows for spatial data analysis that would not be possible otherwise. This needs, establishing coordinated interagency/parent collaboration by means of an integrated school-linked services planning team. In addition, the model requires: (1) identification of services currently provided; (2) identification of the needs of children, families, and individual service providers; (3) identification of roadblocks to effective intervention; (4) development of innovative strategies to address roadblocks; and (5) development of strategies for evaluating the process, students, and the model. The model provides three "hubs" of service delivery to at-risk family and child: community-based facilities, school-based facilities, and the home. Steps for implementing the model are discussed, from developing the collaborative team to identifying a control group and collecting baseline data for evaluation. Anticipated results are also presented. (Contains 54 references.) (KB)

ED 457 963 PS 029 773

Dupree, Elaine; Bertram, Tony; Pascal, Christine
Listening to Children's Perspectives of Their Early Childhood Settings.
PUB DATE- 01
NOTE- 24p.; Paper presented at the European Conference on Quality in Early Childhood Education (11th, Alkmaar, Netherlands, August 29-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Comparative Analysis; *Day Care; *Early Childhood Education; Evaluation Methods; Foreign Countries; Interviews; *Preschool Children; Program Evaluation; *School Attitudes
IDENTIFIERS- United Kingdom

The Effective Early Learning Programme in the United Kingdom (UK) has included the voice of children as an integral part of their evaluation and improvement process. This study interviewed approximately 945 children from 23 different geographical areas of the UK about their views of certain aspects of their early learning settings. Children were interviewed in groups of three to four and were asked questions about five dimensions of quality; this study focused on three: (1) aims and objectives; (2) learning experience; and (3) relationships and interactions. Findings revealed that children thought they attended day care/preschool to play, to learn, and because their parents were working. More parents than children focused on need for childcare as the main reason for the child attending the setting. Far fewer parents mentioned learning. Children reported a variety of activities they liked best; the most commonly mentioned of these were imaginative play, creative activities, water and sand play, outdoor play, construction play, and language activities. A variety of activities were reported as disliked, the most common of which were creative activities and imaginative play. Children perceived the adults in their setting as being there to provide care, counseling, help, and teaching. They were able to perceive different roles for different adults and could identify differing status accompanying the role. Slightly over half the children indicated that they liked the people at their setting. About half the children thought the people in their setting liked them. Children were very clear about the rules and could identify things they were not allowed to do (such as hurting others or running) and things they must do (including

(055)
DESCRIPTORS- Books; Childrens Literature; Infants; *Parent Child Relationship; *Parent Influence; Parent Materials; *Parents as Teachers; *Prereading Experience; Preschool Children; Preschool Education; Toddlers
IDENTIFIERS- Daily Routines

Intended to provide concrete ways for parents to help children become readers and writers, this Spanish-language, easy-to-read, illustrated booklet uses the everyday routines that parents follow with their children--bathing and dressing, eating, shopping, doing household chores--to demonstrate how to build vocabulary, learn about conversations, and discover meaning from the written word. Rather than using workbooks and special games, the booklet explains the value of everyday talking, singing, and reading to children. Guidance is provided by age group: baby, toddler, preschool, and kindergarten. The booklet also includes lists of books to read for each age group. (KB)

ED 457 983 PS 029 824

Bickart, Toni S.; Jablon, Judy R.; Dodge, Diane Trister
Building the Primary Classroom: A Handbook for Teacher Educators. A Complete Guide to Teaching and Learning.
PUB DATE- 01
NOTE- 168p.; For 1999 edition, see ED 437 196.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Elementary School Teachers; *Faculty Development; Higher Education; Leaders Guides; Preservice Teachers; Primary Education; Staff Development; *Teacher Education; *Teacher Educators; Workshops

Noting that preparing teachers to be expert practitioners is a complex task, this handbook is intended to assist teacher educators in creating a comprehensive staff development program within a school or district, or in designing a course for teachers at the preservice or advanced degree level. The handbook gives step-by-step instructions for conducting five to eight workshops/class sessions for each component of the framework presented in "Building the Primary Classroom." These training materials model an active learning approach in which participants are encouraged to work together to brainstorm ideas and share knowledge. The handbook focuses on the six strategies of the conceptual framework: (1) knowing children; (2) building a classroom community; (3) establishing a classroom structure; (4) guiding learning; (5) assessing learning; and (6) building a partnership with families. The handbook is divided into chapters for each of the six strategies, beginning with a chart listing the workshops related to that strategy. Each workshop includes notes for the leader, materials and estimated time required, and reproducible handouts and overheads. (KB)

ED 457 984 PS 029 825

Dodge, Diane Trister; Colker, Laura J.; Heroman, Cate
The Creative Curriculum R for Preschool: Developmental Continuum Assessment Toolkit for Ages 3-5.
PUB DATE- 01
NOTE- 132p.; For previous Creative Curriculums, see ED 342 487, ED 426 777, ED 437 138, and ED 443 589.

of adoption policy and practice. This book is the first in a series to use an ethics-based framework for analyzing and resolving these complex challenges in adoption while avoiding the divisiveness that has heretofore impeded their resolution. This book considers critical questions regarding the role of race, culture, and national origin in adoption from the perspective of individuals served by adoption and from a broad policy perspective. Addressed in the book are unresolved questions related to the role of race, culture, and national origin in an adoptee's personal identity and the extent to which racial and cultural similarities and differences between adoptive parents and children should be taken into account. The book notes that these questions have been placed at the forefront of the policy debate as a result of recent changes in federal law. Also examined is the role of culture in the adoption of American Indian children, focusing on the debates related to the Indian Child Welfare Act. Finally, the book examines the role of race, culture, and national origin related to international adoption, highlighting the mandates of the Hague Convention on Intercountry Adoption. (Contains 356 references.) (KB)

ED 458 003 PS 029 846

Freundlich, Madelyn
The Market Forces in Adoption. Adoption and Ethics, Volume 2.
PUB DATE- 00
NOTE- 147p.; For related documents in this series, see PS 029 845-848.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adopted Children; *Adoption; Adoptive Parents; Advertising; Biological Parents; *Child Welfare; *Children; Disabilities; *Economic Factors; *Ethics; Federal Legislation; Foster Care; Free Enterprise System; Infants; Marketing; Minority Groups; Power Structure; Social Differences; Standards; Supply and Demand
IDENTIFIERS- International Adoption

The controversies in adoption have extended across a spectrum of policy and practice issues, and although the issues have become clear, resolution has not been achieved nor has consensus developed regarding a framework on which to improve the quality of adoption policy and practice. This book is the second in a series to use an ethics-based framework for analyzing and resolving these complex challenges in adoption while avoiding the divisiveness that has heretofore impeded their resolution. This book considers various aspects of the business of adoption in terms of market factors. With the shifting demographics of infant adoption, international adoption, and special needs adoption, issues are raised in this book about the role of money in adoption, who holds the "power" in adoption, and to whom adoption professionals are accountable. Questions examined in the book include the extent to which there has been a commodification of children placed with adoptive families, how the adoption process is regulated and by whom, the impact of resources on the roles of birth and adoptive parents, the relevance of accountability in adoption, and how market forces undermine ethical adoption practice. The book concludes by noting that although powerful market forces are in play, professionals from all fields of adoption are raising questions about the ethics of current practice and are challenging policies that may have been tolerated, and therefore, the

DESCRIPTORS- American Indians; Asian Americans; Black Youth; *Children; Comparative Analysis; *Counties; *Demography; *Ethnic Groups; Hispanic Americans; Pacific Islanders; Trend Analysis
IDENTIFIERS- *Arkansas

This special Kids Count report provides information on the changing demographic characteristics of children in Arkansas, based on data from the 2000 Census. Current and trend data are detailed by county for child population growth between 1990 and 2000, child percentage of the population, and child population growth by race or ethnic group. Completing the document are tables delineating percent change in the child population by ethnicity and county between 1990 and 2000, as well as 2000 child population by county and race. Key findings indicate that the Arkansas child population increase lags behind the total population increase, with the percentage of children in the population decreasing. Larger counties have more racially diverse populations than smaller counties. The Hispanic child population increased 330 percent between 1990 and 2000. (KB)

ED 458 022 PS 029 871

Xiang, Zongping; Schweinhart, Lawrence J.
Ready for Success: Annual Report of the Michigan School Readiness Program. Longitudinal Evaluation.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Early Childhood Education; Elementary School Students; Grade Repetition; *Learning Readiness; Parent Participation; *Preschool Children; *Program Effectiveness; Program Evaluation; *School Readiness; State Programs
IDENTIFIERS- *Michigan

The Michigan School Readiness Program (MSRP), a state-initiated and state-funded preschool program, serves more than 20,000 four-year-olds identified as being at risk for school failure each year. A longitudinal evaluation followed 2 cohorts selected from 7 sites from kindergarten through Grade 3 for Cohort 1 and through Grade 2 for Cohort 2. Each cohort was comprised of one MSRP group and a no-program group similar in age and background. Fourth-year findings show strong evidence for both cohorts for MSRP effects in reducing grade retention. Other program effects were found for Cohort 1, which had more complete data than Cohort 2, on promoting school readiness through Grade 3, promoting child development at kindergarten, and enhancing parenting involvement in school activities. (Appended are additional data analysis for 1999-2000. Nine data tables complete the report.) (KB)

ED 458 023 PS 029 872

Harold, Rena D.
Becoming a Family: Parents' Stories and Their Implications for Practice, Policy, and Research.
PUB DATE- 00
NOTE- 232p.; Written with Lisa G. Colarossi, Lucy R. Mercier, Patricia Stow Bolea, Carol R. Freedman-Doan, Susan A. Lynch, Margaret L. Palmiter, and Jacquelynne S. Eccles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Childhood Education; Evaluation Criteria; Illustrations; Mexican Americans; *Multicultural Education; *Picture Books; *Reading Material Selection; Stereotypes; *Teacher Role
IDENTIFIERS- *Critical Race Theory; Eurocentrism

Picture books that depict the variety of ethnic, racial, and cultural groups within U.S. society (known generally as multicultural picture books) allow young children opportunities to develop their understanding of others, while affirming children of diverse backgrounds. This paper discusses the possibilities and the pitfalls involved in the selection of multicultural literature for use with young children. The paper examines two books featuring Mexican American protagonists to illuminate issues and problems in the images the books present of Mexican Americans, and discusses some contemporary theories on race as ways of understanding such issues and problems. Finally, the paper considers possible actions for early childhood educators and teacher education programs to improve selection of multicultural literature. (Contains 80 references.) (Author/LPP)

ED 458 041 PS 029 908

Dockett, Sue; Perry, Bob
Starting School: Effective Transitions.
SPONS. AGENCY- Western Sydney Univ., Macarthur (Australia).; Australian Research Council.
PUB DATE- 01
NOTE- 19p.; For full journal issue, see PS 029 906. Supported by a University of Western Sydney Macarthur Foundation Grant, Complementary Research Unit Grant, and Strategic Initiatives Grant. Also funded by NSW Department of Education and Training and NSW Department of Community Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childhood Attitudes; Foreign Countries; Parent Attitudes; Program Design; *School Readiness; *Student Adjustment; Teacher Attitudes; Teacher Student Relationship; *Transitional Programs; *Young Children
IDENTIFIERS- Australia (New South Wales)

This paper focuses on effective transition-to-school programs. Using a framework of 10 guidelines developed through the Starting School Research Project, the paper provides examples of effective strategies and transition programs. In this context, the nature of some current transition programs is questioned, and the curriculum of transition is problematized. In particular, the paper raises issues around who has input into such programs and who decides on appropriate curriculum. (Contains 25 references.) (Author/LPP)

ED 458 042 PS 029 909

Fleet, Alma; Patterson, Catherine
Professional Growth Reconceptualized: Early Childhood Staff Searching for Meaning.
PUB DATE- 01
NOTE- 14p.; For full journal issue, see PS 029 906. Earlier version presented at Inaugural Meeting of the Pacific Early Childhood Education Research Association (Kobe, Japan, July 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical

highly centralized and top-down, was deeply flawed. Central directives met with active opposition or passive resistance when key stakeholders at other levels were not drawn into policy dialogues. Second, teachers are central to meaningful educational change and must understand the hows and whys of changes if they are to implement them. Historically, all policy documents have reiterated the importance of teachers to meaningful educational change. The first four chapters show in various ways that this has not been addressed in practice or in theory. Many examples focus on rural village schools. Chapter 5 describes a primary teacher culture with low motivation and lack of accountability towards children; supporting improvements to this culture remains a key challenge for educational managers at all levels. Although there are now new structures that did not exist when Operation Blackboard was launched, professional cultures are well established and hard to change. Appendices present mapping routes of the case study and minimum essential classroom equipment provided under Operation Blackboard. (Contains 144 references.) (TD)

ED 458 061   RC 023 195

Burton, John K.; Lockee, Barbara B.
Information Technologies: Do They Have the Potential To Bring Change to U.S. Rural Areas? AEL Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Development; Economic Development; Employment Opportunities; Information Technology; *Internet; *Job Development; *Job Training; Labor Force Development; Low Income Groups; *Rural Areas; *Rural Development; *Telecommunications
IDENTIFIERS- Appalachia; *Telecommuting; United States (South)

Rural communities have long experienced an outmigration of talented people to urban areas for better employment opportunities. The traditional rural economic model, especially prevalent in Appalachia and the rural South, involves outside capital promoting industrial development separated from community needs and culture. This, at worst, is exploitative and, at best, keeps the local economy less diverse and dependent on those outside the community. Globalization has resulted in low-wage, low-skill industrial jobs going abroad, further hurting rural economies. Access to telecommunications technologies and the Internet affords a variety of alternatives to traditional employment situations in geographically rural and minimally populated regions. The least distributed solution to employment opportunities in rural areas is the establishment of local technology centers, to which groups of workers telecommute to perform contracted work for companies located elsewhere. Individual telecommuting is more widespread--companies realize tremendous cost reductions through employee telecommuting, and telecommunications is also an advantage to self-employed rural artisans. For telework to succeed in rural areas, companies must provide training and a supportive climate in which to undertake such radical change. Several examples are given of initiatives for stimulating job growth in rural communities in Europe, Kentucky, Tennessee, Virginia, West Virginia, and Pennsylvania. These examples demonstrate that to lie or steal spend months in the Utah desert learning to survive in the wilderness, cooperate in group activities and problem solving, communicate with other group members and counselors, and understand themselves and their lives. An award-winning nature writer underwent staff training and became an observer-participant engaged with two groups of teens. He chronicles the sometimes very different experiences of a group of boys and a group of girls as they negotiate the various phases of the program from intake to "graduation" and reunion with their families. Along the way, he discusses the power of wilderness to spark self-realization and enforce responsible behaviors, historical efforts to use nature as part of therapy, family dynamics, rituals and rites of passage, and the difficulties in returning to mundane everyday life after experiencing the extraordinary. (SV)

ED 458 080 RC 023 233

Sauceman, Jill; Mays, Kathy
Oak Hill School Heritage Education Center: An 1886 One-Room Schoolhouse. Teacher's Resource and Curriculum Guide.
SPONS. AGENCY- Tennessee Humanities Council.
PUB DATE- 99
NOTE- 104p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Educational History; *Educational Practices; *Field Trips; Grade 4; Heritage Education; Intermediate Grades; Local History; Museums; *One Teacher Schools; Rural Education
IDENTIFIERS- Living History

The one-room school experience is a part of U.S. and Tennessee history that should be preserved and shared. Since the last generation of scholars who attended one-room schools will soon be gone, the Jonesborough-Washington County (Tennessee) History Museum recreated this early system of education through a "living classroom" heritage program in an original rural one-room schoolhouse: Oak Hill School. On a field trip to Oak Hill School, students participate in a school day in 1892. Lessons from era textbooks are taught in a manner consistent with one-room schooling. Students use slate pencils and slate boards, practice arithmetic drills and spelling lists, make copybooks to practice penmanship with a quill pen and ink, wear school clothing of the period, bring lunch in lard pails, and play 19th-century games during recess. Although this guide was produced to prepare students for class visits, background information is included to enable any teacher to turn his or her classroom into a late 19th-century one-room school. The experience is designed to enhance the fourth-grade Tennessee social studies and language arts curriculum but is adaptable to other grade levels. Sections of this guide cover background information on America's one-room schools of the 1890s; rural education in Washington County, 1892; previsit, visit, and postvisit class activities; teacher forms and information for on-site visits; and a glossary, bibliography, and list of resource material suppliers. An Appendix contains additional 19th-century resource materials. (SV)

ED 458 081 SE 062 958

Published Science, Mathematics, and Technology Programs Which Are Fully Aligned with Vermont's Framework of Standards and beginning in 1988 is reported. Structural changes including curriculum change within the university and outreach programs to local schools are discussed. (MM)

ED 458 104 SE 065 202

Yoshiwara, Bruce; Yoshiwara, Kathy
Bicycles, Birds, Bats and Balloons: New Applications for Algebra Classes.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two-Year Colleges (Chicago, IL, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Data Analysis; Functions (Mathematics); Higher Education; *Mathematical Models; Mathematics Activities; Mathematics Instruction; *Regression (Statistics); Secondary Education

This collection of activities is intended to enhance the teaching of college algebra through the use of modeling. The problems use real data and involve the representation and interpretation of the data. The concepts addressed include rates of change, linear and quadratic regression, and functions. The collection consists of eight problems, four of which have solutions, and suggestions for the writing of further problems. (Contains 14 references.) (MM)

ED 458 105 SE 065 233

The NASA "Why?" Files: The Case of the Mysterious Red Light. A Lesson Guide with Activities in Mathematics, Science, and Technology.
PUB DATE- 01
NOTE- 77p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; *Distance Education; Earth Science; Educational Technology; Elementary Education; *Integrated Curriculum; *Lesson Plans; Light; Mathematics; *Problem Based Learning; *Science Activities; Science Instruction; Standards

The NASA "Why?" Files is a free annual instructional distance learning program that integrates science, mathematics, and technology. The program targets 3rd through 5th grade students and uses a problem-based teaching approach. This lesson guide includes four segments, each with objectives, vocabulary, video component resources, career ideas, and activities and worksheets. The lesson guide is accompanied by a videotape called "The Case of the Mysterious Red Light" in which child detectives investigate the cause of unusually bright red sunrises or sunsets. (YDS)

ED 458 106 SE 065 241

Tsuei, T. G.; Guo, Sha-Lin; Chen, Jwu E.
A Practical Approach to the Curriculum of Statistics for Engineering Students.
PUB DATE- 00
NOTE- 6p.; Paper presented at the International Conference on

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; *Faculty Development; *Graphing Calculators; Middle Schools; Science Education; *Science Teachers; Teacher Attitudes
IDENTIFIERS- Calculator Based Laboratories

The purpose of this study was to determine the effects of an implementation plan that would support middle school science teachers as they integrated a specific technological tool, Calculator-Based Laboratory (CBL) probeware. The final goal of the implementation process was pedagogical and curricula transformation by the participants. The implementation plan used for the study was the ST3 AIRS Model, which consists of eight steps developed to overcome contextual barriers to technology integration. Five teachers, who taught in grades six through eight, participated in this empirical multiple-case study using a qualitative and quantitative approach. Simultaneous data collection and analysis were accomplished through data reduction and interpretation. Construct validity was accomplished by triangulation of multiple sources of data. External validity of the data analysis and findings was accomplished by correlation of findings with middle school science teachers who participated in a separate program involving this technology. The inductive findings of the study indicated that 80% of the participants conceptually had short-term pedagogical and curricula transformation, as they successfully integrated CBL in their curriculum. With the support of the ST3 AIRS Model framework, the teachers overcome contextual barriers that included learning to use the technology, adequate staff development, and pedagogical support. (Contains 74 references.) (PVD)

ED 458 130 SE 065 301

Measurement, Ratios, and Graphing: 3...2...1...Crash! NASA Connect: Program 1 in the 2000-2001 Series.
PUB DATE- 00
NOTE- 28p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 302-305.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Design; Force; Intermediate Grades; Junior High Schools; *Lesson Plans; Mathematics Education; *Measurement; *Motion; *Ratios (Mathematics); Science Activities; Science and Society; Science Instruction; *Space Sciences

This teaching unit is designed to help students in grades 5 to 8 explore the concepts of measurement, ratios, and graphing in the context of designing a dragster. The units in the series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of background notes for the teacher, a list of teacher resources, and two activities, one of which is Web-based, complete with blackline masters. Also included are suggestions for extensions to the problems and their relationships to national mathematics, science, and technology standards. In this activity, students work in groups to construct a dragster and propulsion system using common household supplies. (MM)

ED 458 131 SE 065 302

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *Democracy; Higher Education; Models; *Political Attitudes; *Politics; *Student Attitudes; Student Surveys
IDENTIFIERS- Minnesota (Saint Paul); *Political Action

This paper uses two stories to illustrate the political attitudes of today's youth. The first story, about a group of young people in a working class area of St. Paul, Minnesota, who were part of the youth civic engagement initiative called Public Achievement, suggests ways to re-engage young people with politics. Through this initiative, students engage in the politics of public work, negotiating diverse interests for the sake of creating things of broad public interest. The second story conveys another politics: canvass politics. The paper argues that the canvass embodies a Manichean politics in which the forces of good do battle against the forces of evil. The second story, about a friend of the author/educator who works for the affiliate of a nationwide community organizing network in a large urban area, points to obstacles to civic empowerment, including conventional ideas of "politics" itself. The story brings to the surface some of the hidden elements in what today's college students experience as politics. Includes 5 notes. Attached are a survey results form which reports data on political attitudes of students and a "Models of Democracy, Citizenship, and Politics" chart. (BT)

ED 458 156 SO 033 028

Berman, David M.
The Heroes of Treca Gimnazija: A War School in Sarajevo, 1992-1995.
PUB DATE- 01
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; *European History; Foreign Countries; *Local History; *Modern History; *School Buildings; Secondary Education; *Student Participation; Teacher Student Relationship; *War
IDENTIFIERS- *Bosnia and Herzegovina (Sarajevo); Heroes; Personal Experiences

When the Bosnian Serb army besieged and occupied Grbavica, carving the dividing line right through the tissue of cohesive inner city communities, the teachers and students of Sarajevo schools were first among those who crossed the line of danger, going out of their shelters and back to work and study. Treca Gimnazija, a high school in central Sarajevo, became a "war school," adapting to wartime conditions by conducting classes in dispersed basement classrooms in neighborhoods across the city. The real story of the siege of Sarajevo, put in educational terms, is the localized adaptation of the staff and students of the school who implemented administrative resolutions and directives to keep the physically damaged school open. Educators and students of Treca Gimnazija, one of 13 secondary schools destroyed during the siege, tell the stories of their own personal war in the "battle for the mind" and chronicle their shared experience in this book. The book is divided into the following chapters: (1) "On Baking Bread, Building a Palace, and Doing Research on the War Schools of

Yamano Nishida); and (7) "Technological Exchanges" (William K. Cummings; Shigeru Nakayama). Articles under Part 3: Transnational Competence and Japan are: (8) "Japan's Role in Transnational Education" (Yoshiya Abe); and (9) "A New Focus for Japan" (Shigeru Nakayama; Yoshiro Tanaka). There is also a concluding article: "Redesigning the U.S.-Japan Linkage" (John N. Hawkins). Contains an extensive list of references. (BT)

ED 458 179 SO 033 109

Duncum, Paul, Ed.; Bracey, Ted, Ed.
On Knowing: Art and Visual Culture.
PUB DATE- 01
NOTE- 168p.; Publication of this book was aided by a grant from the 1990 Aotearoa New Zealand Art Educators Conference.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Aesthetics; *Art; *Art Education; Concept Formation; *Epistemology; Higher Education; Position Papers; *Theory Practice Relationship

The question of whether or not art can be distinguished from all that is called visual culture has become central to art theoretical discussion over recent decades. This collection of essays and responses addresses this question with the specific aim of making sense of an epistemology of art, with the assumption that nothing less than a persuasive account of how art can be known will provide the conceptual foundation on which all theory and practice in art education ultimately rests. Under the collection's first section, "On Knowing: The Position Statements," are these essays: "How Are We to Understand Art at the Beginning of a New Century?" (Paul Duncum); "How Do We Understand Art?: Aesthetics and the Problem of Meaning in the Curriculum" (Kerry Freedman); "What Does It Mean To Know Art?: An Institutional Account" (Ted Bracey); "How Can We Know Art?: The Purple Haze of Epistemology in Art Education" (Philip Pearson); "Knowing Art through Multiple Lenses: In Defense of Purple Haze and Grey Areas" (Graeme Chalmers); and "How Can Theory Inform Knowing and Teaching about Art?" (Elizabeth Garber). Under the collection's second section, "On Knowing: The Responses," are these essays: "Art, Visual Culture and Art Education" (Paul Duncum); "Understanding Art as Process and Product: So What's New?" (Kerry Freedman); "Art and Social Life: Some Differences of Approach" (Ted Bracey); "Retreat from the Purple Haze" (Philip Pearson); "Maintaining the Purple Haze" (Graeme Chalmers); and "Knowing Art as a Social Entity" (Elizabeth Garber). (BT)

ED 458 180 SO 033 110

Williams, Mark; Ratte, Lou; Andrian, Robert K.
Exploring World History: Ideas for Teachers.
PUB DATE- 01
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Global Approach; Global Education; *History Instruction; Instructional Innovation; Middle Schools; National Standards; Secondary Education; Social Studies; *World History

observation charts made by preservice teachers, and guides and forms for supervised observations. (Contains 100 references.) (SM)

ED 458 198 SP 040 315

Cruickshank, Donald R.
Preparing America's Teachers.
PUB DATE- 96
NOTE- 140p.; Written with Deborah Bainer, Josue Cruz, Jr., Carmen Giebelhaus, Joy D. McCullough, Kim Kenneth Metcalf, and Richard Reynolds.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; *Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; General Education; Higher Education; Microteaching; *Preservice Teacher Education; Professional Education; Protocol Materials; Reflective Teaching; Simulation
IDENTIFIERS- Content Learning; Modal Learning Concept; Reform Efforts; Reform Strategies

This book provides an overview of the modal curriculum in teacher education, summarizing 29 teacher education reform proposals and examining six instructional approaches to teacher education. Chapter 1 describes the modal teacher preparation curriculum (general studies, content studies, professional education, integrative studies, and guidelines for improving the curriculum). Chapter 2 summarizes the 29 reform proposals, which include a Harvard President's curriculum, Teacher Corps, teacher effectiveness research, school-based teacher education, promoting cultural pluralism, teaching as artistry, the teacher as actor, performance/competency-based teacher education, reflective teaching and simulation, schools of pedagogy, the Paideia proposal, readying the beginning teacher, the Carnegie Foundation's proposal, the Holmes Group, the 21st Century report, Teach for America, the Network for Educational Renewal, and the Teacher Testing Movement. Chapter 3 describes the six promising approaches to teacher education, which are: case studies, microteaching, minicourses, protocol materials, reflective teaching, and simulations. Chapter 4 summarizes issues related to the reform of teacher education. (Chapters contain references.) (SM)

ED 458 199 SP 040 329

Recruiter's Guide: Job Fairs for Educators, 2002.
PUB DATE- 01
NOTE- 32p.; Published annually.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Job Applicants; Job Search Methods; Minority Group Teachers; Preservice Teacher Education; Student Teachers; *Teacher Recruitment; Teacher Selection
IDENTIFIERS- *Job Fairs

PUB DATE- 01
NOTE- 4p.; Based on an article originally appearing in "Practical Assessment Research and Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Research; *Field Studies; *Meta Analysis; Research Methodology
IDENTIFIERS- ERIC Digests; *Research Replication

This digest makes the case that careful planning of replication can enhance the interpretability of applied research. When results are consistent across several studies, there is a stronger basis for observed relationships than the support that is available within each study by itself, since results that have been replicated are considered more likely to generalize (continue to be observed). It is also possible to compare the studies to identify constructs that interact with, or moderate, relationships. The analysis of the results of several studies should also be addressed. Meta-analysis is an attractive vehicle for combining or synthesizing a series of research replications. This digest discusses pertinent features of meta-analysis, and then provides two examples of cases in which multiple replications of a basic field design have been analyzed using meta-analysis to strengthen the evidence available. The basic designs of the two examples differ markedly. Finally, some design approaches for applied researchers thinking about using replications are discussed. (Contains 12 references.) (SLD)

ED 458 218 TM 033 152

Stemler, Steve
An Introduction to Content Analysis. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Coding; *Content Analysis; Data Collection; *Research Methodology
IDENTIFIERS- ERIC Digests

This digest provides an introduction to content analysis, a systematic, replicable technique for compressing many words of a text into fewer content categories based on explicit rules of coding. This allows inferences to be made that can then be corroborated using other methods of data collection. In a technical sense, content analysis is not restricted to the domain of text, but in order to allow for replication, the technique can only be applied to data that are durable in nature. Content analysis can be a powerful tool for determining authorship, and it is useful for examining trends and patterns in documents. Content analysis also can provide an empirical basis for monitoring shifts in public opinion. K. Krippendorff has identified six questions regarding content analysis that must be addressed to clarify the data being analyzed and the target of the inferences to be drawn. Content analysis is more than a word-frequency count, although such counts may be a useful starting point. Content analysis is particularly rich

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Criteria; *Evaluators; *Interrater Reliability; *Performance Based Assessment; Performance Factors
IDENTIFIERS- Malcolm Baldrige National Quality Award

A hypothetical case study provides examples of the inter-rater reliability issues involved in complex performance assessment, focusing on the Baldrige model. A hypothetical team of five evaluators was asked to rate a Baldrige model performance assessment along the seven defined criteria or performance dimensions that comprise the Baldrige model and arrive at a consensus score. The procedures discussed in this paper point to some of the issues that face those who design, administer, and score authentic assessments in the private or public sector using scoring rubrics or criteria, particularly when more than one rater is involved. It is also easy to see they it is advisable to test the reliability of scores assigned by having more than one rater score the same respondent and by having the same person rescore a respondent previously scored to a rubric. It is not uncommon for raters to discover that they have assigned the same paper different scores on independent blind observations. The hypothetical study also shows the importance of having raters retrained to the rubrics on a regular basis prior to assigning consensus scores. An appendix lists the categories and point values of the Baldrige criteria. (SLD)

ED 458 240 TM 033 401

Miller-Whitehead, Marie
An Argument for the Cross-Disciplinary Use of ETS Foreign Language Scoring Rubrics.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Evaluation Methods; Holistic Approach; Interdisciplinary Approach; *Scoring Rubrics; *Second Language Learning; *Student Evaluation
IDENTIFIERS- *Educational Testing Service

This paper seeks to extend the use of scoring rubrics presented by B. Moskal and others (2000) and to present examples of holistic rubrics that might be used against performance to the standards for the purpose of evaluating cross discipline student performance in reading, writing, listening, and speaking. The Educational Testing Services (ETS) and the American Council on the Teaching of Foreign Language (ACTFL) have prepared scoring rubrics for the assessment of second language acquisition. These rubrics are generally used as summative performance assessments or for the purpose of counseling students who are preparing for the Advanced Placement examinations. The rubrics are most helpful in combination with other assessments. A strength of the rubrics is that they do not encourage careless or sloppy performance. The ETS ACTFL scoring rubrics provides a single scoring scale that reflects the entire range of performance that it would be possible for a student to attain. With some adaptation, much of the rubric framework could be useful to teachers of subjects other than foreign language provided that teachers develop clearly articulated statements of what their students should demonstrate at each performance level. (SLD)

(ED), Washington, DC.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Benchmarking; Conferences; Educational Quality; Educational Technology; Elementary Secondary Education; *High Stakes Tests; *Standards; *State Programs; Urban Schools
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA

This report outlines the major themes of the 1999 annual conference of the Center for Research on Evaluation, Standards, and Student Testing (CRESST), which focused on creating benchmarks for accountability in education. Opening the conference, a panel of experts focused on recent work regarding standards, quality, and fairness in the assessment field, with a summary of CRESST's work and a discussion of accountability issues presented by Eva L. Baker. The national context for assessment was discussed by Joseph Conaty, director of the National Institute on Student Achievement, Curriculum, and Assessment. As part of this panel, Richard Elmore reviewed the recent report on Title I Testing. Another session focused on testing and accountability for high stakes purposes, featuring presentations by Lorraine McDonnell, Edward Haertel, and Lorrie Shepard among others. The third panel discussion discussed the validity of testing and assessment of all children, and another panel considered the impact of accountability systems on instruction and outcomes. Small group discussions, in concurrent sessions held each day of the conference, focused on: (1) technology use; (2) the implementation of assessment in large urban school systems; (3) reporting school and district progress; (4) using multiple measures of assessment; (5) measuring school performance through the California Academic Performance Index; (6) issues surrounding college entrance; and (7) systemic and classroom perspectives on the alignment of goals, instruction, and the use of assessment. In the closing session, Robert Mislevy discussed making sense of the data from assessment systems, and other presenters continued with the discussion of testing issues and validity concerns. (SLD)

ED 458 261 TM 033 424

Lewis, Anne
Educational Accountability in the 21st Century. 2000 CRESST Conference Proceedings (Los Angeles, California, September 14-15, 2000). CSE Technical Report 549.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Program Evaluation; Standards; *State Programs
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA; Reform Efforts; Texas

This report outlines the major themes of the 2000 annual conference of the Center for Research on Evaluation, Standards, and Student Testing (CRESST), which focused on educational accountability in the 21st century. The conference opened with a panel presentation on the Texas accountability system. This

(Carew B. W. Treffgarne). (Contains 126 references.) (SLD)

ED 458 281 TM 033 445

Carr-Hill, Roy
Monitoring the Performance of Educational Programmes in Developing Countries. Education Research, Serial No. 37.
PUB DATE- 99
NOTE- 195p.; Produced with Mike Hopkins, Abby Riddell, and John Lintott.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Comparative Analysis; *Developing Nations; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Performance Based Assessment; *Program Evaluation; Social Influences
IDENTIFIERS- *Educational Indicators; *Monitoring

The purpose of this monograph is to lay the groundwork for developing a series of indicators for education that can be used to monitory progress in education projects, in country-specific education systems, in developmental spinoffs from investment in education, and in terms of poverty reduction. The first chapter sketches a conceptual framework that analyzes the reasons for the resurgence of interest in educational performance indicators, identifies the problems of definition and development, and reviews literature about the use of performance indicators. This chapter also discusses possible frameworks for performance indicators drawn from the experience of selected countries and contexts. Chapter 2 presents case studies of experience using educational indicators in Kenya, Andhra Pradesh (India), and South Africa. Chapter 3 moves beyond the education sector to develop a framework of overall social indicators. The chapter concludes that the basic problem remains the comparability and coverage of data that are meant to be the basis for the indicators. The overall message of the report is that, while anyone can develop performance indicators, the problem is to identify the social forces that have led to the generation of data and then to take into account the misuses to which they can be put by arbitrary authority. (Contains 252 references.) (SLD)

ED 458 282 TM 033 446

Earley, Mark A.
Improving Statistics Education through Simulations: The Case of the Sampling Distribution.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *College Students; *Computer Simulation; Higher Education; *Sampling; Statistical Distributions; *Statistics; *Teaching Methods

This paper presents a summary of action research investigating statistics students' understandings of the sampling distribution of the mean. With four sections of an introductory Statistics in Education course (n=98 students), a computer simulation activity (R. delMas, J. Garfield, and B. Chance, superficial terms speaking and partial sense making types, students had defective frameworks, passive recognition, and motivational beliefs about scientific knowledge and about science learning. These things made them very passive learners. On the other hand, students of the causal sense making type generally has a scientific conceptual framework and active recognition of scientific knowledge and motivational beliefs. They had their own intrinsic authority and experienced effective conceptual change. The finding that only students making scientific sense about fundamental theoretical concepts experienced successful conceptual change indicates that the active participation of students themselves is needed in scientific sense making. This also implies that science teaching and curriculum organization should be constructed for students to make basic conceptions. To make chemistry learning effective, it is necessary to develop and use proper teaching sequences and strategies in the presupposition of understanding conceptual types of students and their teachers. (Contains 6 figures and 30 references.) (Author/SLD)

ED 458 302 TM 033 482

Daniel, Larry G.; Onwuegbuzie, Anthony J.
Multiple Regression: A Leisurely Primer.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Regression (Statistics)
IDENTIFIERS- *General Linear Model

Multiple regression is a useful statistical technique when the researcher is considering situations in which variables of interest are theorized to be multiply caused. It may also be useful in those situations in which the researchers is interested in studies of predictability of phenomena of interest. This paper provides an introduction to regression analysis, focusing on five major questions a novice user might ask. The presentation is set in the framework of the general linear model and builds on correlational theory. More advanced topics are introduced briefly with suggested references for the reader who might wish to pursue the subject. (Contains 11 references.) (Author/SLD)

ED 458 303 TM 033 484

Archer, Robert P.; Krishnamurthy, Radhika
Essentials of MMPI-A TM Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 02
NOTE- 287p.; Alan S. Kaufman and Nadeen L. Kaufman, Series Editors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Diagnostic Tests; Evaluation Methods; *Personality Assessment; Personality Measures; Personality

Monk, David H., Ed.; Walberg, Herbert J., Ed.; Wang, Margaret C., Ed.
Improving Educational Productivity. Research in Educational Productivity, Volume 1.
PUB DATE- 01
NOTE- 243p.; Published in cooperation with LSS.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Competition; Court Litigation; *Economic Factors; *Educational Economics; *Educational Finance; Educational Quality; Educational Vouchers; Elementary Secondary Education; Expenditure per Student; Grade Repetition; Private Schools; Productivity; Public Schools; School Effectiveness; State Aid; Teacher Effectiveness; Teacher Salaries
IDENTIFIERS- New York City Board of Education; New York (New York); Tax Limitations

This collection of papers focuses on the economic aspects of education as follows: (1) "Introduction" (David H. Monk, Margaret Wang, and Herbert J. Walberg); (2) "Tax Revolts and School Performance" (Thomas Downes and David Figlio); (3) "State Aid and Education Outcomes" (Sheila E. Murray); (4) "The Interface between Public and Private Schooling: Market Pressure and the Impact on Performance" (Dan Goldhaber); (5) "The Economics of Grade Retention" (Eric Eide); (6) "Teacher Quality: Its Enhancement and Potential for Improving Pupil Achievement" (Susanna Loeb); (7) "Measuring School Efficiency: Lessons from Economics, Implications for Practice" (Amy Ellen Schwartz and Leanna Stiefel); (8) "Examining School-Level Expenditures and School Performance: The Case of New York City" (Ross Rubenstein and Patrice Iatarola); (9) "The Relationship between Student Performance and School Expenditures: A Review of the Literature and New Evidence Using Better Data" (Corinne H. Taylor); (10) "Exploring the Nexus between Educational Inputs, Distribution of Performance, and Incentives" (Samid Hussain); (11) "Problems in the Estimation of School Effects: Insights from Improved Models" (Jens Ludwig); and (12) "Conclusions and Recommendations" (Herbert J. Walberg and David H. Monk). (Individual papers contain references.) (SM)

ED 458 324 UD 034 541

Polakow, Valerie, Ed.
The Public Assault on America's Children: Poverty, Violence, and Juvenile Injustice. The Teaching for Social Justice Series.
PUB DATE- 00
NOTE- 228p.; Foreword by Jonathan Kozol; afterword by Maxine Greene.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Health; Delinquency; Disadvantaged Youth; Elementary Secondary Education; Equal Education; Expulsion; *Juvenile Justice; Mass Media; *Minority Group Children; *Poverty; Racial Discrimination; School Policy; School Safety; *Social Bias; Student Attitudes; *Violence
IDENTIFIERS- Incarcerated Youth; Juvenile Crime; Marginalized Groups; *Social Justice; Zero Tolerance Policy

This collection of papers reveals the systemic violence, poverty, educational neglect, and social disregard that shape the lives of poor children in the United States. After an introduction, "Savage Policies: Systemic Violence and the Lives of Children" (Valerie Polakow), there are eight chapters: (1) "A Crucible of Contradictions: Historical Roots of Violence against Children" learning new technology; the real practice of technology integration; the unique impact of Internet instruction on future teachers; an inservice teacher development for fostering problem-based integration of technology; multimedia in the classroom; reflections on the impact of ICTs; an instructional staff development project; the impact o change in attitudes on practice; comparing certificate and degree teacher education options; engaging learners with technology; multimodal distance learning; a course design overview of a World Wide Web-based program; revolution of the pedagogical use of ICT by influencing the whole school community; innovative program design and instructional methods for online teacher education; a graduate track in learning technologies; using the communities of practice strategy to enhance mentoring; teaching and learning in an online information technology environment; learning to learn in online courses; and teachers' inservice training needs. Most papers contain references. (MES)

ED 457 829 IR 020 899

Boger, Stephanie, Ed.
Instructional Design. SITE 2001 Section .
PUB DATE- 01
NOTE- 216p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; *Instructional Development; Teacher Education; Technology Integration
IDENTIFIERS- Learning Environments; Technology Utilization; Web Based Instruction

This document contains the papers on instructional design from the SITE (Society for Information Technology & Teacher Education) 2001 conference. Topics covered include: an adaptive e-framework for teacher training; assessing the integration of technology into the curriculum; promoting instructional planning; learning and using World Wide Web page construction to teach preservice teachers how to develop and design integrative middle school curricula for early adolescents; innovative course design as action research; designing Web-based inquiry simulations; principles for designing online instruction; effective presentation design; letting teachers interact with the idea of "interactivity"; qualitative data analysis to ascertain the benefits of a Web-based teacher oriented project; Yekioyd statistics and their interpretation; gLearning--the new e-learning frontier; orchestrating virtual learning; constructing an enhanced instructional presentation; metaphorical representation within a distributed learning environment; implementation of an electronic tutorship support system in a school of business administration; activities for integrating the Internet in teacher education classes; the results of a learning software competition; interactivity as the key to successful Web-based learning environment; scripting a lesson; analysis of large Web-based courses at the University of Central Florida; learners' perceived differences in learning and application; online delivery of multimedia courseware; teaching with geographic information technology; developing Web pages to supplement courses in higher education; toward an

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Developing Nations; *Educational Technology; *Preservice Teacher Education; *Technology Integration

This document contains the following papers on telecommunications for preservice teachers from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Regional List Servers as a Means of Peer Support for an On-Line Learning Community" (John Green); (2) "The Imfundo Project: ICT in Teacher Education in Developing Countries" (Michelle Selinger); (3) "The Handheld Web: Using Mobile Wireless Technologies To Enhance Teacher Professional Development" (Paul Shotsberger); and (4) "Electronic/Distance Preservice Teacher Education: An Example" (Leon Wickham). Most papers contain references. (AA)

ED 457 844 IR 020 959

Mumma, Polly, Ed.; Davis, Niki, Ed.
Telecommunications: Systems & Services. SITE 2001 Section .
PUB DATE- 01
NOTE- 74p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Computers; *Computer Mediated Communication; *Course Content; *Educational Technology; Electronic Libraries; Elementary Secondary Education; *Instructional Development; Internet; Postsecondary Education
IDENTIFIERS- *Access to Technology; Filters

This document contains the following papers on telecommunications systems and services from the SITE (Society for Information Technology & Teacher Education) 2001 Conference: (1) "Developing and Nurturing a Dynamic On-Line Learning Community" (Kathleen Bacer); (2) "A Lecture Generator in the Web" (Jorge Kinoshita); (3) "Internet Filtering vs. Content Management in Schools" (Steve Korin); and (4) "Teachers On-Line in Africa: The Issue of Access" (Annette and Liezel Wilkinson). Most papers contain references. (AA)

ED 457 845 IR 020 970

Christensen, Paula, Ed.
Theory. SITE 2001 Section .
PUB DATE- 01
NOTE- 61p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Educational Change; *Educational Technology; Elementary Secondary Education; Ethics; *Information Technology; Internet; Postsecondary Education; *Technology Integration; *Telecommunications
IDENTIFIERS- Social Constructivism

This document contains the following papers on theory from the reading habit in schools and communities by expanding, professionalizing, and strengthening the management of the school library sector. It became necessary that the eight Provincial Library Coordinators and the eight Supervisors of the Book Based Language Enrichment Program be given an international experience to enhance their knowledge and skills. GEP II with the concurrence of the World Bank designed a study tour in Canada, where much work has been done in the school library sector in general and in the teacher-librarian scheme in particular, for 12 officers involved in the program. This document presents the results from that study tour. Sections include: Introduction; Objectives; Purpose of the Study Tour; List of Participants; Defining the Concepts (What is a school library? What is a school library and information services (SLIS) program?); School Library Staffing; Facilities and Collections; SLIS Career Positions and the Related Expectations; Observations (reported by each site visit in chronological order); and Summary. Appendixes include: project proposal; sites visited; components of a school library and information services program; study guides; a document on the role of district resource centers (Vancouver Island and Southern Interior District Resource Center Coordinators, 1995); bibliography of documents collection for sharing with professional colleagues; and participant profiles. (AEF)

ED 457 863 IR 058 331

Gross, Melissa; McClure, Charles R.
Assessing Quality in Digital Reference Services Site Visit Reports: State Library of Florida, Bureau of Library and Network Services and Tampa-Hillsborough County Public Library System.
PUB DATE- 01
NOTE- 24p.; With the assistance of R. David Lankes.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Information Management; Information Networks; *Information Services; Information Technology; Library Administration; Library Planning; Library Policy; *Library Services; Online Systems; Quality Control; *Reference Services
IDENTIFIERS- *Digital Technology; *Florida

The Assessing Quality on Digital Reference team conducted two site visits at Florida Libraries in August 2001. The objectives of these visits were to: document how digital reference services are currently being planned for, delivered, and evaluated in libraries; understand how "quality" in digital reference is defined in these environments; identify current issues in the provision of digital reference surrounding technology, management, staffing and training, and costing and economic concerns; and determine the evaluation needs of libraries regarding digital reference services. Data were collected in in-depth interviews with key informants at each library. Each library chose the personnel they felt could best inform the research, typically including both managerial and professional perspectives. Each library received a copy of the questions to be covered in the interview in advance of the site visit and each was well prepared to meet with the interviewers. In addition to the pre-formatted questions, interviews included opportunities for respondents to raise issues and add topics to the agenda. In the course of these interviews several trends were documented that are developing as a common thread in the academic literature and in data gathered on site visits at libraries across the United States. Provided here are the site

Facilities; *Faculty Advisers; Faculty Workload; *School Counseling; School Schedules; School Support; *Teacher Attitudes; Teacher Student Ratio; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Fox Valley Technical College WI

This faculty advising survey examines the responses of 100 faculty members at Fox Valley Technical College in Wisconsin. Some of the key findings of the survey are as follows: (1) the majority of faculty who responded agree that providing student advising is necessary and beneficial; (2) the three most important things faculty advisers need are more time to meet with students, more private office space, and lower advisor/advisee ratios; (3) faculty identified the need for instructional managers to recognize the importance of advising and provide more time for advising; (4) faculty indicated that direct contact with students presented them with the opportunity to have a positive impact on the student's educational experience; (5) the top three areas of teaching responsibility that have been reduced due to student advising time were office time, prep time, and curriculum work; (6) faculty are working with more advisees than they have in the past; (7) the three most typical reasons faculty met with their advisees were course scheduling/next semester registration, career guidance, and general advice; (8) 50% of respondents indicated that the present time devoted to advising students is adequate; and (9) 82% of the faculty responding to the survey were full-time. (Includes numerous charts and tables and the survey questionnaire.) (NB)

ED 457 883 JC 010 628

Goho, James; Webb, Ken
Overcoming the Planning Dilemma: Linking Analysis with Decision-Making at Red River College.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Change Strategies; Community Colleges; Decision Making; Educational Strategies; Evaluation Methods; Foreign Countries; Methods Research; *Policy Formation; *Problem Solving; *Strategic Planning; Systems Analysis; Two Year Colleges
IDENTIFIERS- Canada; *Red River Community College MB

This paper analyzes planning at Red River College in Manitoba. The paper suggests that the decision-making process be effectively linked with analytics. The fundamental role of institutional research and planning in postsecondary education is to provide the analytic and planning inputs that can facilitate decision-making. It is necessary to gather, organize, and distribute knowledge about the social, economic, technological, and political variables having an impact on postsecondary institutions. The key factors for success at Red River College were: (1) the process was highly structured and organized with a communicated and approved, detailed project management plan including objectives, activities, identified participants, and milestones over four months; (2) there was confidence in the research results; (3) the process recognized the essential collegial nature of a postsecondary educational institution and engaged administrative and academic leaders; and (4) the process was completed on time and in a relatively brief period of time. Successful management of postsecondary institutions utilizes the ability of senior leaders to adapt to access to the materials in alternate media. This section covers certification of requests, security of e-text, revising files received from publishers, and recommended processes for handling requests. Appendices include instructions for formatting Braille documents, information on legislation, sample forms and letters, and a glossary of terms. (NB)

ED 457 903 JC 010 657

Roueche, John E.; Ely, Eileen E.; Roueche, Suanne D.
In Pursuit of Excellence: The Community College of Denver.
PUB DATE- 01
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Community Colleges; Cultural Pluralism; Diversity (Institutional); *Educational Improvement; Excellence in Education; Fees; Financial Support; Organizational Objectives; *Outcomes of Education; Program Effectiveness; Remedial Programs; School Effectiveness; Success; Tuition; Two Year Colleges
IDENTIFIERS- *Community College of Denver CO

This book reports on how the Community College of Denver (CCD) (Colorado) improved the success of its students under difficult conditions. CCD is an urban community college with inadequate resources that serves diverse and at-risk students. Demographic factors are discussed, such as the fact that Denver's population decreased 5% between 1980 and 1990, while people of color rose from 33% to 39% and families with children tended to move to the suburbs or send their children to private schools. One-third of all Colorado's welfare recipients reside in Denver. The population has lower levels of education and lower salaries, and there are more people working in blue-collar and service jobs than there were a decade ago. In addition, CCD's tuition rate is the fourth highest in the country, well above the national average for community colleges. All of these factors create barriers for the residents of Denver who would seek to continue their education beyond high school. However, in the last decade, CCD has taken steps to coalesce its curricula, create a more organized context for learning, and involve all its constituents in improving the learning enterprise. Among CCD's recommendations to other community colleges are: (1) hire the best faculty and support their work; (2) create a centralized model for developmental education; (3) integrate technology into service and instructional plans; and (4) seek outside funding to support college initiatives that help improve retention and achievement. (Contains five figures, eight tables, and 74 references.) (NB)

ED 457 904 JC 010 658

Black, Ralph
Community College Student Fees (Status of the Law as of January 1, 2001).
PUB DATE- 00
NOTE- 24p.; Legal Opinion M 00-41.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Distance Education; *Educational Legislation; *Fees; In State Students; Instructional Student Costs; Laws; Legislation;

following major themes: (1) dialogue about learning, given that changes are occurring in and around the learning process; (2) a common understanding of learning as a complex process on order to provide a framework for dialogue; and (3) understanding learning from a systems perspective in which the various components of learning cluster together and support holistic and cohesive opportunities for change. The authors contend that definitive, singular answers about learning invariably miss the mark because learning is too complex to be subjected to reductivism. The paper identifies eight characteristics of learning: (1) complex; (2) transformational; (3) natural and lifelong; (4) multi-level; (5) fundamentally personal, yet also social; (6) active and interactive; (7) measurable; and (8) greatly influenced by organizational factors, including leadership, culture, and structure. The paper concludes with questions that can be asked in order to put theory into action: How do we help faculty and others who support learning to research, develop, and/or innovate their current systems and processes to focus on learning outcomes? and How do we increase support for professional growth and employee renewal to perpetuate learning needs? (Contains 13 references.) (NB)

ED 457 924 JC 010 681

Ksicinski, Joyce M.
Assessment of a Remedial Community College Cohort for Multiple Intelligences.
PUB DATE- 00
NOTE- 222p.; Doctoral Dissertation, University of La Verne.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Cognitive Processes; Community Colleges; Compensatory Education; Intelligence; Learning Problems; *Learning Theories; *Multiple Intelligences; Remedial Instruction; *Remedial Programs; Two Year Colleges
IDENTIFIERS- *Gardner (Howard)

According to a 1996 study by the National Center for Education Statistics, 75% of America's colleges offer remedial courses and 29% of first-time freshmen take them. Community colleges typically spend more on remedial education than do four-year institutions, and they are anticipating increased demand for such programs. The study cites Howard Gardner, who identified eight different intelligences--musical, kinesthetic, mathematical, spatial, linguistic, interpersonal, intrapersonal, and naturalist. Gardner argues that Multiple Intelligences (MI) offers an intelligence fair means to consider an individual's potential. The purpose of this study was threefold: (1) to identify the dominant domains, specific skills, and predominant intellectual styles of remedial community college students using the Multiple Intelligences Developmental Assessment Scales (MIDAS) instrument; (2) to determine whether statistically significant differences exist among students in their identification of a particular dominant domain, specific skill, or intellectual style in regard to the variables of gender, age, and ethnicity; and (3) to determine whether there were statistically significant differences between teachers and students in their identification of dominant MI domains. Data was compiled from responses from 81 students in remedial classes at College of the Redwoods in California. Highlights of data analysis include: Women rated themselves higher in seven out if the eight MI domains; men rated themselves higher only in the kinesthetic domain; no increases the ability to distinguish trends or patterns that may go unnoticed when data are presented in traditional tables or graphs only. The report includes a presentation of how FRCC utilized GIS to answer the following questions: (1) where do FRCC students live? (2) how would moving a site affect students? (3) is the Multimedia Technology program attracting students from outside the designated service area? And (4) where is Colorado's biotechnology industry located? Ideas for future applications include marketing and program evaluation. Report includes eight GIS generated displays. (KP)

ED 457 944 JC 010 704

Massaro, Alessandro
An Assessment of the Academic ESL Department's Curriculums and ESL Student Performance, 1983-2000: A Qualitative Quantitative Report. Spring 2000 Sabbatical Report.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; *English (Second Language); Language Proficiency; Language Skills; Linguistic Performance; Non English Speaking; *Second Language Instruction; Second Language Learning; Second Language Programs; Two Year Colleges
IDENTIFIERS- *Bunker Hill Community College MA

The goal of this report is to identify factors that led to success for L2 (second language learning or acquisition) students at Bunker Hill Community College (BHCC) (Massachusetts). The author intends to use the results of the study to write proposals to secure funding for the success of more L2 students. He originally intended to read a total of 227 transcripts from the three different curricula delivered by the English-as-a-Second-Language (ESL) department since 1983. However, because of the high attrition rate, the author read 512 transcripts in order to demonstrate the accuracy of the attrition rate. Highlights of the study include: (1) the author read 157 transcripts of ESL students enrolled in 1985 when the ESL department delivered a traditional grammar-based ESL curriculum with no tutors. Thirty-two percent never took the course and 54% never passed a college-level content course. The author notes that he read the transcripts by course section, and in one section 19 out of 28 moved on to college-level content courses, while in another section 15 out of 26 did not move beyond ESL courses; and (2) the author read 138 transcripts of students enrolled in 1991, when the ESL department delivered a more challenging grammar-based curriculum. Twenty-four percent did not move on to the next course level, and 45% never attempted or passed college content courses. This was an improvement form the 1985 cohort. (Contains research forms, tables, and 13 references, including conferences and workshops.) (NB)

ED 457 945 JC 010 705

Skolnik, Michael L.
The Community College Baccalaureate: Its Meaning and Implications for the Organization of Postsecondary Education, the Mission and Character of the Community College, and the Bachelor's Degree.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the

sharing, obeying, learning, listening, and cleaning up). No significant differences were found between four types of settings in answers to questions regarding aims and objectives. (Contains 27 references.) (KB)

ED 457 964 PS 029 774

Singer, Elly
The Logic of Young Children's (Nonverbal) Behavior.
PUB DATE- 01
NOTE- 15p.; Paper presented at the European Conference on Quality in Early Childhood Education (11th, Alkmaar, Netherlands, August 29-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; Cognitive Development; Conflict; Conflict Resolution; Constructivism (Learning); Developmental Psychology; *Logic; Logical Thinking; Nonverbal Communication; *Peer Relationship; Teacher Role; *Young Children
IDENTIFIERS- Nonverbal Behavior; *Procedural Knowledge; Social Constructivism

This paper asserts that teachers need to understand the logic of young children's behavior in their joint play and in their conflicts in order to respond sensitively, and that children construct logic-in-action (procedural knowledge) long before they are able to verbalize their logic in narratives. The basic assumption of the paper is that there is a functional continuity between the logic-in-action of young children and the verbalized logic of children's narratives. The paper first examines the concept of "logic" and the basic human motive to construct a "logic" world at the subjective level. The paper then discusses young children's logic-in-action of the sensorimotor period, relating this to some studies of children's co-construction of meaning in peer relations and their prosocial behavior during or after peer conflicts. The paper asserts that in peer conflicts, with or without their teachers' help, young children socialize, a natural heritage also shared with nonhuman primates in situations of conflict resolution. Finally, the paper explores the teacher's role in peer conflicts. (Contains 37 references.) (EV)

ED 457 965 PS 029 790

Nutriendo la Promesa: Materiales Para la Aplicacion de las Normas de Ejecucion del Programa Head Start. Guia Para la Utilizacion de los Materiales y Transparencias (Nurturing the Promise: Set of Training Materials on the Head Start Program Performance Standards. User's Guide and Set of Transparencies).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 00
NOTE- 73p.; For the English version, see PS 029 791.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Experience; *Early Intervention; Educational Quality; Family Day Care; Parent Participation; Parents; Preschool Children; *Preschool Education; Preschool Teachers;

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Child Development; Cognitive Development; *Creative Teaching; Developmentally Appropriate Practices; Emotional Development; Evaluation Criteria; Evaluation Methods; *Preschool Children; *Preschool Curriculum; Preschool Education; Social Development; *Student Evaluation

Intended for use with the Creative Curriculum for Early Childhood, this integrated ongoing student assessment toolkit is designed for preschool teachers to help them focus on all aspects of a child's development, thereby giving them a way to ensure that all children in their classes are making progress. The assessment kit uses a strength-based approach and is based on observations taken within the context of classroom activities. The kit provides tools to collect data and analyze children's progress as part of demonstrating program outcomes and management accountability. The goals and objectives cover the Head Start domains and required domain elements and indicators. The toolkit contains: (1) the Creative Curriculum Developmental Continuum, showing the developmental steps children go through for each of 50 curriculum objectives related to social/emotional, physical, cognitive, and language development; (2) a teacher's guide, providing guidance on implementing an assessment system linking directly to planning for a group of children and individual children; (3) a poster for classroom display delineating goals and objectives; (4) a class summary worksheet to allow teachers to track and pinpoint progress for all children in the group on each of the 50 objectives; (5) individual child profile forms used to document each child's progress at three checkpoints during the year (fall, winter, and spring); and (6) child progress and planning reports used to summarize a child's progress, gain input from the family, and plan together for the next steps. (KB)

ED 457 985 PS 029 826

Guddemi, Marcy, Ed.; Jambor, Tom, Ed.; Skrupskelis, Audrey, Ed.
Play in a Changing Society: Research, Design, and Application IPA/USA National Conference (5th, Longmont, Colorado, June 17-21, 1998).
PUB DATE- 99
NOTE- 92p.; Publication made possible by a grant from the National Program for Playground Safety and the American Association for the Child's Right To Play. Cover page varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; Child Development; Childhood Needs; *Children; Early Childhood Education; Physical Development; Physical Fitness; *Play; Research; Social Change; Social Development; Theory Practice Relationship
IDENTIFIERS- Play Learning; *Play Theory

This booklet compiles 30 papers selected from presentations at "Play in a Changing Society: Research, Design, and Application," the fifth triennial national conference of the American Association for the Child's Right to Play. The papers are grouped into five sections; each section contains an introduction to the papers. The sections are: (1) "Play and Society"; (2) "Play and Theory"; (3) "Play and Education"; (4) "Play and Fitness"; and (5) "Play and Advocacy." (Each paper environment may be ready for reshaping the forces that drive adoption. (Contains 194 references.) (KB)

ED 458 004 PS 029 847

Freundlich, Madelyn
The Impact of Adoption on Members of the Triad. Adoption and Ethics, Volume 3.
PUB DATE- 01
NOTE- 213p.; For related documents in this series, see PS 029 845-848.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Adolescents; *Adopted Children; *Adoption; *Adoptive Parents; *Biological Parents; *Child Welfare; Children; Childrens Rights; Disabilities; *Ethics; Foster Care; Parent Rights; Well Being
IDENTIFIERS- Biological Children; Identity Formation; International Adoption; Open Adoption

The controversies in adoption have extended across a spectrum of policy and practice issues, and although the issues have become clear, resolution has not been achieved nor has consensus developed regarding a framework on which to improve the quality of adoption policy and practice. This book is the third in a series to use an ethics-based framework for analyzing and resolving these complex challenges in adoption while avoiding the divisiveness that has heretofore impeded their resolution. This book, presented in four parts, focuses on the many ways that adoption may affect each member of the adoption triad. Part 1 presents information on the historical context of adoption in the United States, from colonial times through the current day. Part 2 examines the impact of adoption on the adopted person and considers children's and adolescents' adjustment and well-being, adolescents' identity formation, adult adoptees' access to information, and adoptees' searches and reunions with biological parents. Part 3 considers the impact of adoption on birth parents, including the individual's sense of personal integrity and well-being related to open adoption practices and involuntary termination of parental rights. Part 4 examines the impact of adoption on prospective adoptive parents, adoptive parents, and adoptive families, focusing on the psychological and social processes involved in becoming adoptive parents, the processes involved in being approved to parent, and issues related to adoptive parents' right to adopt and decisions to adopt particular children. (Contains 394 references.) (KB)

ED 458 005 PS 029 848

Freundlich, Madelyn
Adoption and Assisted Reproduction. Adoption and Ethics, Volume 4.
PUB DATE- 01
NOTE- 108p.; For related documents in this series, see PS 029 845-847.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; *Adoption; *Adoptive Parents; *Biological Parents; *Children; Comparative Analysis; Confidentiality; *Ethics; Free Enterprise System; Legislation; Marketing; Parent Rights; Parents; *Reproduction (Biology);

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Rearing; Context Effect; Family Attitudes; Family Counseling; *Family Relationship; Family Role; *Family (Sociological Unit); Family Work Relationship; Gender Issues; *Individual Development; Marital Satisfaction; *Parent Attitudes; *Parents; Personal Narratives; Personality; Public Policy; Qualitative Research; Social Influences; Social Support Groups
IDENTIFIERS- *Family Support; First Time Fathers; First Time Mothers; Identity Formation; Narrative Inquiry

Noting that the movement from young adulthood through coupling and the transition to parenthood may be among the most universal adult developmental transitions, this book uses a qualitative analysis of family narratives to examine the meanings that family members ascribe to the developmental process of becoming a family. Addressing issues of identity, child characteristics, social support, and work, each chapter in the book presents a review of related literature, parents' comments and ideas about the topic, and a discussion of practice, policy, and research implications. The chapters are: (1) "Telling the Family Story: The Backdrop" (Rena D. Harold and Patricia Stow Bolea); (2) "Telling the Family Story: The Process" (Rena D. Harold, Margaret L. Palmiter, Susan A. Lynch, Carol R. Freedman-Doan, and Jacquelynne S. Eccles); (3) "Talking about Identity: Individual, Family, and Intergenerational Issues" (Patricia Stow Bolea); (4) "Narratives of Temperament: Same or Different?" (Carol R. Freedman-Doan); (5) "Tales of Social Support throughout Family Development" (Lisa G. Colarossi and Susan A. Lynch); (6) "Job Talk: The Role of Work in Family Life" (Lucy R. Mercier and Rena D. Harold); and (7) "Telling the Family Story: Subplots and Next Chapters" (Lisa G. Colarossi, Rena D. Harold, and Lucy R. Mercier). Each chapter contains references. (KB)

ED 458 024 PS 029 873

Goldenthal, Peter
Beyond Sibling Rivalry: How To Help Your Children Become Cooperative, Caring, and Compassionate. An Owl Book.
PUB DATE- 00
NOTE- 256p.; Published by Henry Holt and Company, LLC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Altruism; Anger; Attention Deficit Disorders; *Child Rearing; *Children; Emotional Development; Empathy; Family Influence; *Family Relationship; Individual Differences; Parent Child Relationship; Self Esteem; *Sibling Relationship; *Siblings
IDENTIFIERS- Generosity; *Sibling Rivalry

Based on the premise that sibling relationships need to be viewed in the context of the family as a whole, this book provides practical guidelines and tools for parents to reduce friction between children and to resolve sibling conflict. Using many different types of family problems as examples, the book illustrates that how siblings relate to one another is influenced by how their parents related to their parents and siblings, how parents treat each of the siblings, how parents communicate with one another, and how parents differentiate between their own psychological issues and those of their children. In addition, the book shows how to recognize and

(143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Constructivism (Learning); Day Care Centers; Early Childhood Education; Foreign Countries; *Preschool Teachers; *Professional Development
IDENTIFIERS- Australia (New South Wales); Paradigm Shifts

This paper challenges traditional perspectives of professional development through a reconceptualization of early childhood professional growth. A review of the early childhood professional development literature reveals the problematic nature of the linear perspectives and deficit models of staff development prevalent in the early childhood field. In contrast to these models, the paper proposes alternative perspectives that recognize staff as empowered learners who build their working knowledge through spirals of engagement with many aspects of early childhood philosophy and practice over time. To illustrate the challenges to the dominant professional development paradigm, the paper discusses the professional development components of an Australian study of early childhood centers that began with off-site researcher-led inservice workshops and was followed by on-site staff-led discussion. The study involved approximately 75 staff members from 12 early childhood centers who participated in collaborative rethinking of approaches to planning and working with young children and their families. This approach to professional development was sustained by ongoing support of the researchers as critical friends who facilitated staff engagement through a sense of personal and professional agency. The approaches explored in this paper propose a constructivist view of professional growth that acknowledges the unique contribution of the personal professional knowledge of individuals and the importance of the orientation of individuals both to their work and to new ideas. (Contains 24 references.) (Author/LPP)

ED 458 043 PS 029 910

Mott, Michael Seth; Klomes, Jeannine M.
The Synthesis of Writing Workshop and Hypermedia-Authoring: Grades 1-4.
PUB DATE- 01
NOTE- 12p.; For full journal issue, see PS 029 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Writing; *Computer Uses in Education; Creative Writing; *Hypermedia; Multimedia Materials; Primary Education; *Process Approach (Writing); *Writing Instruction; *Writing Workshops
IDENTIFIERS- HyperStudio

A process writing and hypermedia literacy program was designed, taught, and evaluated by early childhood teachers. The program, funded through a Goals 2000 grant, took place in a public school summer camp for children (n=160) ages 6-9 in a public school in rural northeast Mississippi. Reactive-participant data collection methods were used to enable the teachers to react to the needs of the children while collecting data on their experiences. Children experienced an 8-week process writing/hypermedia curriculum that required each learner to create a "hypermedia story" using HyperStudio 3.0. Process writing consisted of children engaging in writing using five discrete stages: brainstorming, drafting, revising, editing, and publishing. Hypermedia-authoring took place through the use efforts to develop rural economies cannot be successful without involving community development as well. (Contains 33 references.) (TD)

ED 458 062 RC 023 197

Shutiva, Charmaine L.
Career and Academic Guidance for American Indian and Alaska Native Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Education; American Indians; Career Guidance; *Cultural Awareness; Elementary Secondary Education; School Community Relationship; *School Counseling; *School Guidance; Student School Relationship; Well Being
IDENTIFIERS- *American Indian Students; Cultural Sensitivity; *Cultural Values; ERIC Digests

American Indian and Alaska Native (AI/AN) students strive to maintain their heritage while learning to be successful in the dominant culture. Although academic and career success are worthy goals, AI/AN students can pay a heavy price to achieve them. To provide effective and responsive career and academic guidance for AI/AN youth, teachers and counselors must be aware of underlying cultural values and beliefs that can affect students' academic and career choices. This digest briefly describes demographics and trends in AI/AN education, cultural values and beliefs that provide a context for education and counseling, and responsive career and academic guidance practices for working with AI/AN students. Brief statistics highlight the educational progress made in recent decades in terms of AI/AN college enrollment and graduation, but also point out concerns related to low educational attainment and academic achievement. Three important traditional values--all related to wellness as harmony in spirit, mind, and body--are discussed, along with implications for counseling and guidance: (1) giving and sharing of goods, resources, skills, and cash with family and community; (2) group cohesiveness or "glory to the group" and possible conflicts with individualistic rewards; and (3) adequate time to observe and reflect prior to participation and communication, and need to accommodate student participation in traditional tribal ceremonies. Seven other recommendations for effective and responsive counseling are listed. (Contains 15 references.) (SV)

ED 458 063 RC 023 199

Null, Elizabeth Higgins
Roger Tory Peterson Institute Links Interdisciplinary Nature Studies to Increased Community Understanding. Rural Trust Featured Project.
PUB DATE- 01
NOTE- 10p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Learning Opportunities.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Mathematics Education; Program Effectiveness; *Program Evaluation; *Science Education; *State Standards; *Technology Education
IDENTIFIERS- *Vermont

This publication presents science, mathematics, and technology programs that are fully aligned with Vermont's Framework of Standards and Learning Opportunities. It also identifies elementary, middle, and high school programs that incorporate content and best practices as identified by the Vermont framework. The materials in the accompanying list were reviewed by a team of Vermont classroom teachers from 1996 through 1998. Over the three year period, team members were instrumental in devising the rubrics used for review in addition to their role in reviewing individual programs for alignment. Each team member received training in the use of the review criterion and scoring rubrics to develop consistency between reviews. (ASK)

ED 458 082 SE 062 959

Graham, Christine, Ed.; Harris, Doug, Ed.
A Guide for Local Standards-Based Science Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Educational Change; Elementary Secondary Education; *Science Instruction; *State Standards
IDENTIFIERS- *Vermont

The reason for creating this resource was to produce a booklet that was concise and reflected the character and uniqueness of Vermont schools and, at the same time, reflect the ongoing nature of the curriculum improvement process. This document was intended for schools and districts in all phases of curriculum improvement, from creation through implementation to the assessment of program effectiveness. This guide describes how to implement effectively the programs that work with the Vermont Framework. From laying out a template for the process to supplying descriptive vignettes about schools immersed in change, this guide can help schools seeking to implement meaningful curriculum reform. (ASK)

ED 458 083 SE 062 960

Vermont Science Assessment Blueprint.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 23p.

Engineering Education (Taipei, Taiwan, August 13-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Engineering Education; Estimation (Mathematics); Higher Education; *Inferences; *Probability; *Statistics

To use the concept of probability and uncertainty estimation is a common practice in daily life. To assist students in learning the fundamentals of probability and statistics, not through the usual class and note taking, a group-learning and practical "statistical system" was designed. By connecting with the main statistical center, students not only can learn the concept of statistics through a group of well-designed activities but also get experience in "crunching" data and "seeing" the results in a more intuitively way to solve their problems. Detailed curriculum contents are presented. The statistical activities consist of two parts. The first part contains games which pertain to the basic understanding of probability, and the other part contains activities which relate to estimation and hypothesis testing of population parameters. (Contains 10 references.) (MM)

ED 458 107 SE 065 245

Majewski, Stanislaw; Mayo, Roger; Mokrosz, Andrzej; Gorski, Marcin
Integrated Project System and Supervised Industrial Placement--Essential Cores of Civil Engineering Education.
PUB DATE- 00
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Taipei, Taiwan, August 13-17, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Engineering; Foreign Countries; Higher Education; *Industrial Training; *Integrated Curriculum; *Problem Based Learning; Work Experience
IDENTIFIERS- Poland

Since the early nineties the Civil Engineering Faculty of the Silesian University of Technology in Gliwice, Poland has been involved in three Tempus projects, aimed at modernizing the Faculty educational system and its adjustment to European Union standards. The first and second projects were directed at creating new specialties: City Regeneration and Constructing Architect, both in the Faculty College in Rybnik. The experience of these two projects formed the basis for the third Tempus project, entitled BestSys, which is aimed at total modernization of the Faculty educational system. A few years work on the educational system in co-operation with European Union partner Universities has resulted in a comprehensive review of Civil and Structural Engineering Education. Two elements have been recognized as being particularly important for effective teaching in this area and probably in all technical studies. These are the Integrated Project System and a Supervised Industrial Practical Placement. The project classes should be focused on the comprehensive solution of two to four integrated projects, scheduled for all study periods, instead of tens of independent project exercises in particular subjects. The syllabuses of lectures and all teaching hours should be constructed to provide not only general knowledge in

Geometry and Algebra: Glow with the Flow. NASA Connect: Program 2 in the 2000-2001 Series.
PUB DATE- 00
NOTE- 20p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 301-305.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; *Algebra; Force; *Geometry; Intermediate Grades; Junior High Schools; *Lesson Plans; Mathematics Education; Models; *Motion; Science Activities; Science and Society; Science Instruction; *Space Sciences

This teaching unit is designed to help students in grades 5 to 8 explore the concepts of geometry and algebra in the context of the force of drag. The units in the series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of background notes for the teacher, a list of teacher resources, and two activities, one of which is Web-based, complete with blackline masters. Also included are suggestions for extensions to the problems and their relationships to national mathematics, science, and technology standards. In this activity, students learn about the force of drag and how National Aeronautics and Space Administration (NASA) engineers use models and glowing paints to see how air flows over vehicles in a wind tunnel. (MM)

ED 458 132 SE 065 303

Patterns, Functions, and Algebra: Wired for Space. NASA Connect: Program 3 in the 2000-2001 Series.
PUB DATE- 00
NOTE- 28p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 301-305.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Electricity; *Functions (Mathematics); Integrated Activities; Intermediate Grades; Junior High Schools; *Magnets; Mathematics Education; *Patterns in Mathematics; Science and Society; Science Instruction; Space Sciences; Technology Education
IDENTIFIERS- *Spacecraft

This teaching unit is designed to help students in grades 5 to 8 explore the concepts of patterns, functions, and algebra in the context of propelling spacecraft. The units in the series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of background notes for the teacher, a list of teacher resources, and two activities, one of which is Web-based, complete with blackline masters. Also included are suggestions for extensions to the problems and their relationships to national mathematics, science, and technology standards. In this activity, students learn how patterns, functions, and algebra can help National Aeronautics and Space Administration (NASA) engineers design new ways of propelling spacecraft and how electricity and magnetism are being used to replace the fuel-consuming rocket propulsion commonly used to deliver a push to spacecraft. (MM)

ED 458 133 SE 065 304

Sarajevo"; (2) "Schooling in Wartime Conditions, April 1992-September 1992"; (3) "The War Schools of Sarajevo, September 1992-March 1993"; (4) "The War Schools of Treca Gimnazija, March 1993-July 1994"; (5) "Treca Gimnazija as a Frontline School, July 1994-April 1996"; and "Epilogue: Pedagogical Patriotism: The Aftermath." (Contains 16 tables, notes on pronunciation and on orthography and terminology, 2 forewords, a preface, maps, and an extensive reference list.) (BT)

ED 458 157 SO 033 030

Ayers, Rick
Studs Terkel's "Working": A Teaching Guide.
PUB DATE- 01
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Discussion; High Schools; Higher Education; *Interviews; *Labor; Nonfiction; *Oral History; *Social History; Social Studies; *Working Class
IDENTIFIERS- Personal Experiences; *Terkel (Studs); *Working (Terkel)

When Studs Terkel published "Working" in 1974, it quickly found its way into high school and college classrooms across the country. Not surprisingly, in the past 30 years, "Working" has sold over one million copies. This teaching guide for "Working" helps teachers to introduce their students not only to a great text, but to the methods of oral and social history. The guide's lesson plans and exercises are meant to provide a foundation for teachers to customize the study of social history for their students. With classroom-tested teaching units, it encourages students to experiment with different interviewing styles and to explore their own authorial roles as historians and biographers. The guide formulates discussion questions and group activities that look closely at "Working," drawing attention to organizing themes such as the changing role of technology in the workplace and the evolution of job stability over the last 60 years. It features an interview with Studs Terkel on his experience of editing the book and on the use of the teaching guide. A resource section provides students with further information on the standards and methods of oral history and research. (Contains a 69-item bibliography.) (BT)

ED 458 158 SO 033 034

Wilson, Anna Victoria; Segall, William E.
Oh, Do I Remember! Experiences of Teachers during the Desegregation of Austin's Schools, 1964-1971. SUNY Series, Theory, Research, and Practice in Social Education.
PUB DATE- 01
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Black Teachers; Blacks; *Educational History; Interviews; Local History; *Oral History; Public History; *Public Schools; Racial Integration; *School Desegregation; Secondary Education; Social History
IDENTIFIERS- *Austin Independent School District TX; Brown v Board of Education; Personal Experiences; Teaching Perspectives

Stories of school desegregation are ultimately about people--

IDENTIFIERS- Conceptual Frameworks; *Course Development; Historical Methods

Teachers of world history are placing less emphasis on Western culture and rote memorization in favor of more global, diverse, and creative content. This book is intended to serve as an example of some of the innovations that are occurring in today's classrooms and as encouragement for future exploration. The book presents new subject matter, new perspectives, and new classroom strategies for helping teachers transform their courses into intellectual adventures. The first part of the book describes three very different courses, with explanations of student and course objectives. It offers specific approaches to lessons, ways to acquire rich materials, and samples of performance-based assessments. The second part of the book takes a broad look at how to conceptualize a world history course, with special attention to pedagogical, methodological, and scholarly concerns. It includes a general discussion of content selection, course development challenges, the role of national content standards, and motivational strategies. The book is designed to be a resource for creating a course that is better versed in recent scholarship and new historical methods for reflecting the range of human experience. (BT)

ED 458 181 SO 033 111

Beins, Bernard C.
Writing in Statistics: Meaning Is Where You Find It.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Content Area Writing; Higher Education; Psychology; Social Science Research; *Statistics; Technical Writing; *Writing Assignments; *Writing Strategies
IDENTIFIERS- *Data Sets; Writing Contexts

When students study the discipline of statistics, a domain that can be remote and abstract for them, it is critical that they understand what the numbers mean and how those numbers help people arrive at decisions. This paper presents different approaches that help students learn how researchers actually work with statistics and shows how students can develop skills by communicating statistical results to others. The paper proposes that writing about data enhances student learning. It outlines writing strategies to bring the domains of research and experience together. In the author/educator's classes, students use small data sets to provide descriptions of what the numbers tell them, interpreting the data with an eye to the importance of personal perspective and historical context in their conclusions. They assess larger and more complicated data sets and write essays about the results. The paper finds that these assignments allow students to (1) learn to translate numbers into comprehensible, nontechnical language; (2) show them how the same data set can provide data that could lead to conflicting interpretations; (3) help them learn how to identify appropriate uses of the data; (4) convince them that, although the numerical results of research may be incontrovertible, the meaning of those numbers emerges only when someone uses them to draw a conclusion; and (5) illustrate that the "truth" of the meaning of data is often dependent on

This directory contains a chronological listing of job and career fairs for educators, a cross-reference of institutions which sponsor programs or which participate in programs sponsored by consortia, and a listing of programs which have reported information on the number of minority candidates expected to attend the program. Information for the directory were gathered through a questionnaire distributed to members of the American Association for Employment in Education (AAEE) and to hosts of other programs known to AAEE regional members. Only fairs which include teacher candidates are included in the listing. The information contained in the directory is current as of October 2000. The directory also provides information on how to recruit at a career fair, focusing on what a career fair/job fair is, how to prepare for the fair, and what to do on the day of and after the fair. A sidebar presents the top 10 ways to lose a teacher at a job fair. (SM)

ED 458 200 SP 040 331

Dalheim, Mary, Ed.
Time Strategies. NEA Teacher-to-Teacher Books.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Scheduling; Classroom Techniques; Educational Change; Elementary Secondary Education; Teacher Role; Teaching Conditions; *Time Factors (Learning); *Time Management

This book investigates time dilemmas in education, explaining how educators deal with time issues. Section 1, "It's About Time," describes what a special committee found out about the time dilemma and makes recommendations for educators regarding time use. Section 2, "Building Time into the School Year" (Linda Bacon), presents one Florida school district's ideas for saving time and freeing up teachers to work on school restructuring. Section 3, "We Could Not Go Any Faster" (Patricia Graham), explains how faculty at one Colorado high school developed a block scheduling plan in which students attended four 90-minute instruction periods. Section 4, "New Kids on the Block" (Jay Pierson), explains how Texas teachers visited the Colorado high school, then adapted its block plan to their own needs. Section 5, "The Parkland Project" (Sandy Treadway), explains how North Carolina high school teachers established a plan for fostering student, community, and administrative buy-in to their new block schedule. Section 6, "Keeping Pace" (Julie Taylor, Kevin McCauley, and Bob Anderson), shows how one Oregon high school created new time allocations and managed a smooth transition for everyone. Section 7, "Short Stories," presents brief accounts of how 11 other U.S. schools restructured school time. (SM)

ED 458 201 SP 040 333

Gandara, Patricia; Maxwell-Jolly, Julie
Preparing Teachers for Diversity: A Dilemma of Quality and Quantity. Teaching and California's Future.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

because of its reliance on coding and categorizing data. Ways of defining coding units are discussed. There are also issues of reliability and validity that must be addressed in content analysis, but when used properly, it is a powerful data reduction technique. (SLD)

ED 458 219 TM 033 327

Baker, Frank B.
The Basics of Item Response Theory. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 186p.; Previously published in 1985 by Heinemann.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Software; *Item Response Theory; *Mathematical Models; World Wide Web
IDENTIFIERS- *Rasch Model

This book is combined with a Web site to allow the reader to acquire the basic concepts of item response theory without becoming enmeshed in the underlying mathematical and computational complexities. The first edition, with its accompanying software, was designed to give the reader access to the basic concepts of item response theory without having to do the tedious mathematics. This edition contains an annotated list of recommended readings and Web resources and updated software for the Internet. The book is organized in a building block fashion, proceeding from the simple to the complex, with each new topic building on the previous topics. Within each chapter, a basic concept is presented, the corresponding computer sessions are explained, and a set of exploratory exercises is defined. The chapters are: (1) "The Item Characteristic Curve"; (2) "Item Characteristic Curve Models"; (3) "Estimating Item Parameters"; (4) The Test Characteristic Curve"; (5) "Estimating an Examinee's Ability"; (6) "The Information Function"; (7) "Test Calibration"; and (8) "Specifying the Characteristics of a Test." (Contains 10 tables, and 21 figures.) (SLD)

ED 458 220 TM 033 373

Bourque, Mary Lyn, Ed.
Proceedings of Achievement Levels Workshop (Boulder, Colorado, August 20-22, 1997).
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Item Response Theory; National Competency Tests; *Standards; *Test Construction; *Validity
IDENTIFIERS- National Assessment Governing Board; *National Assessment of Educational Progress; Standard Setting

The papers presented at this symposium explore each component of the National Assessment of Educational Progress (NAEP), from the development of the assessment frameworks through the reporting of assessment results. The papers are: (1) "NAEP

ED 458 241 TM 033 402

Lee, Yong-Won; Golub-Smith, Marna; Payton, Carmen; Carey, Jill
The Score Reliability of the Test of Spoken English (TSE) from the Generalizability Theory Perspective: Validating the Current Procedure.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; English (Second Language); Estimation (Mathematics); *Generalizability Theory; Psychometrics; *Reliability; *Scores; Second Language Learning; *Validity
IDENTIFIERS- *Test of Spoken English

This study investigated the validity of the current reliability estimation procedure for the Test of Spoken English (TSE), a tape-mediated semi-performance test of 12 speaking tasks, from the perspective of generalizability theory and examined the feasibility of shortening the test without compromising the psychometric quality of the test. Data were ratings from 2 TSE administrations: (1) ratings assigned by 80 raters for 1,766 test takers; and (2) ratings given by 81 raters for 1,563 examinees. The results provide useful information to the TSE program about the minimal number of items required for a shorter version of the TSE. The current TSE score reliability estimation procedure seems to be working well for the full 12-item test, providing more conservative estimates of test score reliability than the other coefficients examined. From a generalizability theory perspective, it appeared that a high score reliability could still be maintained if the test were reduced to 9 to 10 items. (Contains 3 tables, 4 figures, and 11 references.) (SLD)

ED 458 242 TM 033 403

Edlger, Marlow
Teacher Involvement To Evaluate Science Achievement.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Portfolio Assessment; Portfolios (Background Materials); Science Achievement; *Science Tests; Standardized Tests; *Standards; Student Evaluation; *Teacher Made Tests; *Test Construction; Test Use

Teacher-developed tests can be more valid and reliable than standardized tests or state-mandated tests in evaluating student achievement in science. Many teachers, however, are not acquainted with the standards to use in test writing. The National Research Council has released "Classroom Assessment and the National Education Standards," a publication that outlines six goals for classroom assessment. A science portfolio is a good way to evaluate the everyday science achievement of students. Using Multiple Intelligences Theory (H. Gardner, 1993) can show ways to assess student achievement through their individual strengths and the use of the various session included a presentation by one of the system's leaders and responses from some researchers on some of the pitfalls of such an accountability system. A second panel discussion, led by Eva L. Baker, focused on standards for educational accountability. Some of the current work being done at CRESST was described, and the ways in which CRESST efforts agree with work supported by the Education Commission for the States was also discussed. A third panel focused on the assessment of quality teaching, and another panel considered the assessment of reading skills. Increasing accountability at the national level was the focus of another set of presentations. The concluding remarks of CRESST Co-Director, Eva Baker, emphasized that the 2000 CRESST national conference was about making valid decisions about the education system. Also featured at the conference were small group discussions and reports on ongoing research that considered aspects of these areas: (1) benchmarking and the alignment of standards and testing; (2) using technology; (3) the effect of accommodations; (4) practical aspects of assessment-driven reforms; (5) issues in high-stakes accountability systems; and (6) improving methodologies for evaluation and assessment. (SLD)

ED 458 262   TM 033 425

Glatthorn, Allan A., Ed.; Fontana, Jean, Ed.
Coping with Standards, Tests, and Accountability: Voices from the Classroom.
PUB DATE- 00
NOTE- 136p.; Produced by NEA Teaching and Learning Division.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accountability; Educational Change; Educational Research; *Educational Testing; Elementary Secondary Education; *Standards; *State Programs; *Test Use
IDENTIFIERS- *Reform Efforts

This book presents the views of teachers, teacher educators, and administrators who write about accountability, testing, and standards programs. The chapters are: (1) "From Policy to Practice: The Research" (Allan A. Glatthorn); (2) "New York's Test-Driven Standards" (Jean Fontana); (3) "Voices from a Native American Classroom in Nebraska" (Katherine Bauer-Sanders); (4) "Educational Reform in Texas" (Kathy Hogan); (5) "California: The Golden State" (Carol Jago); (6) "Developing Rigorous Standards in Massachusetts" (James Kelleher); (7) "Vermont's Standards and the Teacher Adventure" (Patricia McGonegal); (8) "Politics, Pedagogy, and Professional Development in Michigan" (Laura Schiller); (9) "Observations of a Novice Teacher in North Carolina" (John Walsh); (10) "In Colorado, People Should Ask Not What Standards Can Do for Them, But What They Can Do for Standards" (Rob Weil); (11) "Teachers' Perspectives: A Colleague's Commentary" (Jean Fontana); and (12) "Standards, Tests, and Accountability: What They Mean for the Classroom Teacher" (Allan Glatthorn). (SLD)

ED 458 263   TM 033 426

Wilson, Michael J.
The Assessment-Evaluation Cycle Model for Instruction.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

1999) was implemented and evaluated to show students the sampling distribution "in action," as recommended by many authors and statistics professors. Assessments after the activity point to clear deficiencies in student understanding, such as not understanding how sample size affects the shape and variability of sampling distributions. With the addition of the computer simulation, the understandings of many students are still incomplete. This was most evident as the instructor moved forward in class to introduce inferential statistics. The paper discusses some of the deficiencies noted in student understandings and how the action research cycle will continue to work on these deficiencies. The posttest is attached. (SLD)

ED 458 283 TM 033 447

Zhang, Liru
An Analysis of Achievement Gap between Black and White Students on a Statewide Assessment.
PUB DATE- 01
NOTE- 52p.; Paper presented at the Large Scale Assessment Conference of the Council of Chief State School Officers (Houston, TX, June 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Black Students; Elementary Secondary Education; Mathematics; *Racial Differences; Reading; Sex Differences; State Programs; *Testing Programs; Whites; Writing (Composition)
IDENTIFIERS- *Delaware

To understand the achievement gap between Black and White students, test performance on Delaware statewide assessments was studied. The study focused on Black-White test score gaps in reading, mathematics, and writing across grades 3, 5, 8, and 10 by achievement level, item format, and gender within each racial/ethnic group over time. The assessments considered were the Interim Assessment Program (IAP) and the Delaware Student Testing Program (DSTP) assessments, in which the Stanford Achievement Series, 9th Edition tests are embedded. As in previous research, this study found that the test scores of Black students lag behind those of White students for reading, mathematics, and writing in grades 3, 5, 8, and 10 based on Delaware longitudinal data and that these gaps remained similar for more than 6 years on both norm-referenced tests and performance assessments. Results also show that the largest gap was in mathematics and the smallest in writing. The Black-White achievement gap became much wider for the low-achieving and high-achieving students in the bottom and top 10% and 25% of the score distributions. Black students seemed to perform better in developing their responses than in selecting answers from choices provided. Results also show that the achievement gap is smaller for females than for males for reading and mathematics, but larger for writing. (Contains 8 tables and 19 references.) (SLD)

ED 458 284 TM 033 448

Henderson, Dianne L.
Prevalence of Gender DIF in Mixed Format High School Exit Examinations.
PUB DATE- 01

Traits; Reliability; *Scoring; Test Interpretation; Test Use; Validity
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

This book is designed to provide fundamental information concerning the procedures necessary to administer, score, interpret, and report findings from the Minnesota Multiphasic Personality Inventory-Adolescent TM (MMPI-A), the most widely used objective personality assessment instrument for adolescents. The chapters are: (1) "Overview"; (2) "How To Administer the MMPI-A"; (3) "How To Score the MMPI-A"; (4) "How To Interpret the MMPI-A"; (5) "Strengths and Weaknesses of the MMPI-A"; (6) "Clinical Applications of the MMPI-A"; and (7) "Illustrative Case Reports. Appendix a contains item composition of the MMPI-A scales and subscales, and Appendix B contains T-score conversion for MMPI-A scales and subscales. A 20-item annotated bibliography is included. (Contains 9 tables, 26 figures, 126 references, and an index.) (SLD)

ED 458 304 TM 033 485

Schrank, Fredrick A.; Flanagan, Dawn P.; Woodcock, Richard W.; Mascolo, Jennifer T.
Essentials of WJ III TM Cognitive Abilities Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 02
NOTE- 197p.; Alan S. Kaufman and Nadeen L. Kaufman, Series Editors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; Cognitive Ability; *Cognitive Tests; Diagnostic Tests; *Scoring; *Test Interpretation; Test Use
IDENTIFIERS- *Woodcock Johnson Tests of Cognitive Ability

This book is designed to help mental health professionals acquire the knowledge and skills to use the Cognitive Abilities battery of the Woodcock-Johnson TM comprehensive assessment system (WJ III). The WJ III was recently divided into the Cognitive Abilities and the Achievement batteries. The chapters are: (1) "Overview"; (2) "How To Administer the WJ III COG"; (3) "How To Score the WJ III COG"; (4) "How To Interpret the WJ III COG"; (5) "Strengths and Weaknesses of the WJ III COG"; (6) "Clinical Use of the WJ III Discrepancy Procedures"; and (7) "Illustrative Case Reports." An annotated bibliography of eight sources is included. (Contains 6 tables, 19 figures, 63 references, and an index.) (SLD)

ED 458 305 TM 033 486

Quenk, Naomi L.
Essentials of Myers-Briggs Type Indicator R Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 01
NOTE- 197p.; Alan S. Kaufman and Nadeen L. Kaufman, Series Editors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

(Barbara Finkelstein); (2) "Poverty and Environmentally Induced Damage to Children" (Sue Books); (3) "Poverty and Youth Violence: Not All Risk Factors are Created Equal" (Joseph A. Vorrasi and James Garbarino); (4) "Framing Children in the News: The Face and Color of Youth Crime in America" (LynNell Hancock); (5) "America's Least Wanted: Zero-Tolerance Policies and the Fate of Expelled Students" (Sasha Polakow-Suransky); (6) "Listen First: How Student Perspectives on Violence Can be Used to Create Safer Schools" (Pedro A. Noguera); (7) "'Look Out, Kid, It's Something You Did': The Criminalization of Children" (Bernadine Dohrn); and (8) "Throwaway Children: Conditions of Confinement and Incarceration" (James Bell). (Individual papers contain references.) (SM)

ED 458 325 UD 034 542

Polansky, Lee S., Ed.
Kid-Friendly Cities Report Card, 2001.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Child Safety; Economic Factors; Elementary Secondary Education; Living Standards; Parks; Quality of Life; *Urban Areas; Urban Population; *Urban Schools; *Well Being
IDENTIFIERS- Environmental Health

This report examines the health and wellbeing of children in the United States' largest cities, covering every city with a population of 100,000 or more, as well as the largest cities in states without any cities of this size. Research shows that many cities are becoming more child-friendly, with better access to good education, jobs, and health care. In addition to explanations and analysis of these data, there are several articles exploring urban living and children's quality of life. The 12 chapters are: "Foreword" (Congressman David Wu); "Talking Points: Kid-Friendly Cities Report Card" (Peter H. Kostmayer); "Introduction: 2001 Kid-Friendly Cities Report Card" (Radhika Sarin); "The Real Test: Life in the Majors" (Bruce Adams); "Healthy Cities and Healthy Parks: We Can Have Both!" (Peter Harnik); "A Comeback City--For Kids" (Neal R. Peirce); "Indicators and Data: Definitions, Sources, and Rationales"; "Centerfold: Pull-out Wall Chart"; "Major Cities: Final Rankings and the Honor Roll"; "Independent Cities: Final Rankings and the Honor Roll"; "Component Cities: Final Rankings and the Honor Roll"; "Kid-Friendly Cities Benefit the Planet, Too" (Molly O'Meara Sheehan); and "Methodology and Statistical Analysis: How We Assigned Grades and Ranks" (Radhika Sarin). (SM)

ED 458 326 UD 034 545

Olson, Lynn
Children of Change. 2000 & Beyond: The Changing Face of American Schools.
PUB DATE- 00
NOTE- 29p.; Theme issue. For other issues in the series, see UD 034 546-549.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Diversity (Student); Elementary Secondary

adaptive e-framework for teacher education; problem-based learning using Web-based discussions; adapting critical thinking models to a technological approach; sharing teaching experiences in different countries through information and communications technology (ICT); cognitive design of instructional databases; potentials and possibilities in Web-mediated courses; effective online learning at Western Governor's University (Washington); interactive training video as software for staff development; sequence independent structure in distance learning; edu-effectiveness and distance education; assessing student statistical problem-solving skills using interactive Java applets; the formative evaluation of a computer-managed instruction module; online teaching tools; a model to design technology for a teacher training program; designing Web-based constructivist learning environments; using ICTs to develop a learner-centered approach with preservice elementary school teachers; a model for the implementation of socio-constructivist principles in multiple classrooms; Web-based pedagogical strategies; incorporating research on attention into e-design; strategies to reduce online cheating; learning styles of student in traditional Web-based courses; and successful implementation in educational and curriculum integration. Most papers contain references. (MES)

ED 457 830 IR 020 900

Willis, Dee Anna, Ed.
International. SITE 2001 Section .
PUB DATE- 01
NOTE- 61p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Foreign Countries; Higher Education; Teacher Education; Technology Integration
IDENTIFIERS- Africa; Asia; Brunei; China; Ecuador; Ireland; Malaysia; Mexico; New Zealand; Taiwan; *Technology Utilization; Thailand; United States

This document contains the following papers on international issues from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Attitudes of Malaysian Vocational Trainee Teachers towards the Integration of Computer in Teaching" (Ab. Rahim Bakar and Shamsiah Mohamed); (2) "Views from an Asian Bridge: How International Students See Us and Still Survive" (Richard Cornell and others); (3) "Creating Virtual Learning Communities in Africa: Issues and Challenges" (Osei K. Darkwa); (4) "ICTs for Learning: An International Perspective on the Irish Initiative" (Eileen Freeman and others); (5) "An In-Service Program in Applied Linguistics for Language Teachers" (Diana Jenkins and others); (6) "Virtual Exchange Program: Coming to a Computer Near You?" (Chris Junghans); (7) "An Overview of Information Technology on K-12 Education in Taiwan" (Greg Lee and Cheng-Chih Wu); (8) "Findings from the Project for the Longitudinal Assessment of New Information Technologies (PLANIT): 2000-2001" (Cesar Morales and others); (9) "Evaluation of the Girls Research Opportunities in Computing (Girls R.O.C.)" (A. Dale Mangoun and Charlotte H. Owens); (10) "Teacher and Student Attitudes toward Computers, 1999-2000: Findings from a Suburban Texas School District" (Gerald Knezek and Rhonda Christensen); (11)

SITE (Society for Information Technology & Teacher Education) 2001 Conference: (1) "IT with Integrity" (Savilla Banister); (2) "Applications of Knowledge Based Evaluation in Educational Technology" (Michael Connell); (3) "A Tutor's Advice Trains a Student's Self-Regulation Skill" (Michiko Kayashima); (4) "IT Practice from Theory: The Need for a New Paradigm" (Nigel Parton); and (5) "Communication Technologies: Post-Industrial Infrastructure" (Tatiana Solovieva). Most papers contain references. (AA)

ED 457 846 IR 020 978

Yelland, Nicola, Ed.; DeVoogd, Glenn, Ed.
Young Child. SITE 2001 Section .
PUB DATE- 01
NOTE- 21p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Early Childhood Education; *Educational Technology; Teacher Education; *Technology Integration; *Young Children
IDENTIFIERS- *Technology Utilization

This document contains the following papers on the young child from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Young Children and Technology: Building Computer Literacy" (Michael J. Bell and Caroline M. Crawford); (2) "Integrating Technology into the Young Child Lesson Plan" (Michael J. Bell and Caroline M. Crawford); (3) "Computer Science for Children" (Claudia Santos Fernandes and Paulo Fernando Blauth Menezes); (4) "Technology and Character Education of the Younger Generation" (Shujia He and Yuehua Zhang); (5) "Technology in Early Childhood: A Model for Teacher Training" (Patricia E. Ragan, Arthur Lacey, and Theodor Korithoski); and (6) "Lights, Camera, Action: Videoconferencing in Kindergarten" (Nancy Yost). Most papers contain references. (MES)

ED 457 847 IR 021 000

Atkinson, Thomas R., Jr.
Toward an Understanding of Instructor-Student Interactions: A Study of Videoconferencing in the Postsecondary Distance Learning Classroom.
PUB DATE- 99
NOTE- 288p.; Doctoral Dissertation, Louisiana State University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Computer Assisted Instruction; Computer Interfaces; *Computer Mediated Communication; *Distance Education; Higher Education; *Interaction; Interaction Process Analysis; Peer Relationship; Student Attitudes; *Teacher Student Relationship; Telecommunications
IDENTIFIERS- *Video Teleconferencing

This qualitative case study examined interactions, effect of instructional strategies on interactions, participant attitudes, and perceptions that occurred during two courses taught via interactive videoconferencing in higher education. Analysis of coded observational data, field notes, and interviews with students and instructors provided insights visit reports concerning the provision of digital reference services at the State Library of Florida, Bureau of Library and Network Services and the Tampa-Hillsborough County Public Library System. These reports are followed by a description of how these findings fit into a larger effort to assess the quality of digital reference, produce evaluation tools, and determine how best to integrate evaluation efforts into digital reference services. (AEF)

ED 457 864   IR 058 332

Perushek, D. E., Ed.
Proceedings of the 2000 Sino-United States Symposium and Workshop on Library and Information Science Education in the Digital Age (Wuhan, China, November 5-10, 2000).
PUB DATE- 00
NOTE- 87p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Development; Foreign Countries; Higher Education; *Information Science; Information Technology; *Library Education; *Library Schools; *Library Science; Technological Advancement
IDENTIFIERS- Digital Technology; Information Age

The first International Symposium on Library and Information Science Education in the Digital Age, held in November 2000 at Wuhan University (Wuhan, China), drew more than 90 library and information science professionals from China, Macao, and the United States. Participants gathered to discuss a question of common concern: How are our respective library school preparing students for careers in library and information science and management? This report contains papers presented at the symposium's plenary sessions. These papers, written by leading Chinese and American educators, provide a snapshot of the educators' concerns at a time when the digital environment is bringing about rapid, fundamental change in libraries. The papers included in this report are: "Embedding an LIS School within the University and Society" (Leigh Estabrook); "Information Science Facing the 21st Century" (Liang Zhanping); "The Role of the Dean in Implementing Change" (Brooke E. Sheldon); "Again on the Development of Our Discipline: Suggesting 'Information Resources Management' Be Our First-Level Discipline" (summary) (Meng Guangjun); "The Reformation and Innovation of Library Science Education in the Digital Age" (Peng Feizhang); "Library and Information Science Education in China Today" (Wu Weici); "The Transformation of Academic Libraries in the Twenty-first Century: Challenges and Opportunities for Library and Information Science Education" (Rush G. Miller); "On the Objective and Implementation of Library and Information Science Education in the Digital Age" (Ma Feicheng); "New Developments in Graduate Education in Library and Information Science in the United States: Formats and Technologies for Offering Distance Education Courseware" (Blanche Woolls); "Some Reflections on Library Education in China" (Peter Zhou); "A Comparative Analysis of LIS Graduate Education in China and the United States" (Chen Chuanfu); and "The Enhancement and Expansion of Information Science Graduate Degree Courses in the Digital Age" (Hu Changping). Appendixes include institutions represented at the conference; symposium agenda; and an Action Plan Proposal for Library and Information Science Education in China in the Twenty-first Century. (AEF)

ED 457 865   IR 058 333

change and make strategy that works in the real world. Senior leaders shape the future by moving toward the vision of the organization, which is built on its strengths and takes advantage of the opportunities of the world. (Contains 53 references.) (NB)

ED 457 884 JC 010 629

Mishler, Carol; Frohrib, Patti
Values Evaluation.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Diversity (Institutional); *Educational Principles; Evaluation Criteria; *Institutional Evaluation; *Institutional Mission; *Social Values; Surveys; Teacher Attitudes; Technical Institutes; Two Year Colleges; Value Judgment; *Values
IDENTIFIERS- *Fox Valley Technical College WI

In October 1998, faculty and staff at Fox Valley Technical College (Wisconsin) were asked to complete a two-part evaluation of six values: integrity, collaborative partnerships, innovation, continuous improvement, customer focus, and diversity. Respondents were asked to give each a values rating--a rating on a 1-10 scale indicating the college's performance in the practice of the values. They were also asked to give a critical incident analysis, a written section in which respondents identified critical incidents exhibiting the practice of each of the values, along with critical incidents in which the values were not exhibited. The values were rated by 554 staff, while only 150 wrote about critical incidents. The ratings were compared with the 1995 responses given by 25 staff serving on leadership committees. Findings included: (1) the ratings given in 1998 for college performance on the values were higher than those given in 1995 for each value; (2) the greatest gain in ratings can be seen in the ratings for diversity; (3) as in 1995, collaborative partnerships is still the highest-rated value, and integrity is still the lowest-rated; and (4) many staff wrote about incidents related to professional development to illustrate the practice of continuous improvement. (Instruments included as appendices.) (NB)

ED 457 885 JC 010 631

Connecticut Community Colleges: Common Course Numbers.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Change Strategies; *Community Colleges; Course Content; *Courses; Credit Courses; Noncredit Courses; *Number Systems; *Numbers; Numeric Databases; Organizational Change; Two Year Colleges
IDENTIFIERS- *Community Technical Colleges of Connecticut

At the request of students and the Board of Trustees, the Connecticut Community Colleges began a system to develop a common course number system. The reasons for creating a common course number system include: (1) it simplifies comparisons

Noninstructional Student Costs; Out of State Students; Parking Controls; *Student Costs; Student Records; *Tuition; Two Year Colleges; Unit Costs
IDENTIFIERS- *California Community Colleges

This report is an update, as of January 2001, of the status of California's state laws regarding mandatory and optional community college student fees. Key points include: (1) specific statutory authority is required to charge any fee that is required for registration, enrollment, entry into class, or completion of the required objectives of a course; (2) a basic enrollment fee is specifically authorized by statute, which was amended by Assembly Bill 1118 to reduce the fee to $11 per unit, effective fall 1999; (3) students who meet income standards under regulations of the Board of Governors, those who demonstrate financial need, and those who are recipients of benefits under certain state programs may be entitled to fee waivers--some special, part-time K-12 students may be exempt from paying fees as well; (4) Assembly Bill 3031 exempts students enrolled in specific credit contract education courses from fees if the cost of the course is being paid by the entity with which the district is contracting; (5) almost all noncredit courses are offered pursuant to sections 8531, 8532, 8533, and 8534 of the Education Code, and therefore districts have little authority to charge fees for these courses; and (6) Education Code section 76730 authorizes districts to charge students who audit courses a fee not to exceed $15 per unit per semester. Appended is an application of instructional materials regulations to specific instances. (NB)

ED 457 905 JC 010 659

Lindsay, Dawn
A Study To Determine the Characteristics of Effective Intervention Programs for Students on Probation.
PUB DATE- 00
NOTE- 135p.; Ed.D. Dissertation, Pepperdine University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Academic Probation; Academic Standards; Achievement Gains; *At Risk Persons; *Community Colleges; Intervention; Organizational Effectiveness; *Outcomes of Education; Performance; *School Holding Power; *Student Attrition; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This study attempts to determine the characteristics of effective intervention programs for students on probation in California community colleges. The author constructed a semi-structured interview tool based on findings from a literature review. She studied six community colleges and five four-year universities. The universities were included in the study because probation intervention programs were conceived at universities as a result of their need to insure financial solvency. Four-year colleges frequently require a college orientation course, to be taken during the first semester. Community colleges cannot mandate such a class, but many strongly recommend it. The most common components of intervention utilized in the colleges in the study are: (1) counseling, used by nine schools; (2) letters mailed, used by seven schools; (3) contracts drawn, used by six schools; (4) course required, used by three colleges; and (5) mandatory consequences such as counseling, used by three schools. The author cites the Scholastic Enhancement Program at Miami University, which had a first-year persistence rate of 95% for class one, 87% for class two, and significant differences were shown between minority and white students. (Contains 17 tables, five figures, 17 appendices, and 115 references.) (NB)

ED 457 925 JC 010 682

Dusick, Diane M.
Effects of Administrative Support Policies, Cognitive Processes, and Motivational Beliefs on Faculty Uses of Computer Technology: Testing a Motivational Model.
PUB DATE- 99
NOTE- 138p.; Doctoral Dissertation, University of Southern California.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Administration; College Faculty; *Community Colleges; *Computer Uses in Education; *Educational Technology; Instructional Innovation; *Teacher Attitudes; Two Year Colleges

This study tested the importance of administrative support policies, faculty perception of that support, and motivational beliefs on community college faculty use of computers for instruction. The results support the conclusion that faculty perception of support, task self-concept, belief in the value of computers for instruction, and computer competence are separate constructs that are correlated. All of the motivational beliefs variables examined were strongly and positively correlated with each other and computer use for instruction. However, the important finding of this study is that task self-concept does not directly influence a teacher's choice to use computers. Rather, one's belief that computers are beneficial for both teacher and student, and one's level of competence mediate the effects of self-concept on use. Further, all of the motivational beliefs, as well as faculty perception of administrative support, mediate administrative efforts to influence faculty use of computers. To the extent that these findings are generalizable, there are clear implications for administrators: equipment must be readily available in classrooms, laboratories, and faculty offices; and efforts should be made to provide training and ongoing support that demonstrates the utility of computers in the classroom. This document concludes by stating that more research is needed to determine how faculty perceive computer technology and its role in the traditional pedagogy, and that future studies should explore these issues in the K-12 setting as well. Appended are available staff and technology, administrative support for computers in the classroom, task self concept and task value, computer competency, and computer use by faculty data. (Contains 139 references.) (NB)

ED 457 926 JC 010 683

Klassen, Peter T.
General Education Skills Development: An Analysis of Students' General Educational Skills Development at College of DuPage Utilizing Three Years of CAAP Testing--1999, 2001.
PUB DATE- 01
NOTE- 59p.; This report was supported by Student Outcomes Assessment Committee, Office of Research and Planning, Office of the Vice President for Instruction.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Community Colleges; *General

Community College Baccalaureate Association Conference (1st, Orlando, FL, February 7-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Bachelors Degrees; College Programs; *Community Colleges; *Degrees (Academic); Educational Change; Foreign Countries; *Institutional Mission; *Nontraditional Education; Nontraditional Students; *Special Degree Programs; Technology; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Canada; United States

This paper advocates the community college bachelor's degree (BA). The author presents the Canadian system as a possible model for the emerging United States trend toward community college BA programs. He argues that the U.S. binary educational system is vertical, separating institutions according to levels of learning, while the European and Canadian systems are horizontal, separating technical from academic institutions. The move toward a community college BA can be seen as a move away from a binary system. Most of the BA programs in Canadian two-year schools have been technical in nature, while those offered in the United States have been academic. There is fear that the new degree offering would divert U.S. community colleges from their mission of access to and equity in education, especially if the transfer function is eliminated. Yet the author suggests that the mission of the community college is always changing, and will continue to do so in its attempt to offer what learners need. He argues that in an era when nontraditional degrees and distance learning are commonplace, it makes no sense to deny community colleges the right to offer baccalaureate programs. (NB)

ED 457 946 JC 010 707

Goss, Donald, Ed.; Goss, Susan, Ed.
Community College Exemplary Initiatives. Volume XII, 2000-2001.
PUB DATE- 01
NOTE- 269p.; For Volume XI, see ED 454 938.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; *Awards; *Community Colleges; *Cooperative Programs; Developmental Programs; *Developmental Studies Programs; *Distance Education; Dual Enrollment; Educational Cooperation; Improvement; Institutional Cooperation; *Labor Force Development; Online Courses; Recognition (Achievement); Success; Two Year Colleges

This is the twelfth annual volume of outstanding campus initiatives published by the National Council of Instructional Administrators (NCIA). The volume contains sections corresponding to the five categories in which programs were originally submitted to NCIA for its annual Exemplary Initiatives Awards. Section 1 includes the descriptions of the two programs that shared the award for Exemplary Initiatives in Enhancing Student Success: Los Angeles City College for "The City as Classroom" and MiraCosta College for "Enhancing Student Success." Section 2 includes the program that was given the award for Exemplary Initiatives in Workforce Development: Del Mar College for "Project Teacher Start." Section 3 includes the program that was given the award for Exemplary Initiatives in

Program Effectiveness; *Standards
IDENTIFIERS- *Head Start Program Performance Standards; *Project Head Start

Since 1975, the Head Start Program Performance Standards have defined the services that local programs are required to provide to enrolled children and families. With revisions effective in 1998, the Program Performance Standards translate the Head Start vision into quality practices implemented at the local level. This document is comprised of a user's guide and three "Nurturing the Promise" multimedia materials to be used in igniting a renewed commitment to quality within the Head Start community, increasing skills and quality in the service areas, and creating a community in which organizations see themselves as members of a local team. The user's guide provides general information and discussion points for training, and suggestions on how to use the materials to develop or expand collaborative partnerships with public and private agencies in the community and at the state and national levels. The guide contains the following sections: "Introduction"; "Overview of the 'Nurturing the Promise' Materials"; "Using the 'Nurturing the Promise' Materials"; and "Related Training Resources." The brochure provides a general introduction to Head Start and the Program Performance Standards and includes the address and phone number of each regional office, and the American Indian Program Branch and Migrant Program Branch. The accompanying wall chart is designed to reinforce the performance standards and serves as a quick reference tool to the standard content. Transparencies are included to support training on implementing the performance standards and contain an introduction to the standards, a table of contents, the contents of each section, major topics in each section, and relevant cross-references. (KB)

ED 457 966 PS 029 791

Nurturing the Promise: Set of Training Materials on the Head Start Program Performance Standards. User's Guide and Set of Transparencies and Nurturing the Promise: Head Start. Videotape .
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 00
NOTE- 71p.; For the Spanish version of the guide and transparencies, see PS 029 790. The 10-minute videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Early Experience; *Early Intervention; Educational Quality; Multilingual Materials; Preschool Children; *Preschool Education; *Standards
IDENTIFIERS- *Head Start Program Performance Standards; *Project Head Start

Since 1975, the Head Start Program Performance Standards have defined the services that local programs are required to provide to enrolled children and families. With revisions effective in 1998, the Program Performance Standards translate the Head Start vision into quality practices implemented at the local level. This document is comprised of a user's guide and four "Nurturing the Promise" multimedia materials to be used in igniting a renewed commitment to quality within the Head Start contains references.) (EV)

ED 457 986 PS 029 827

Goebel, Pat, Ed.; Blad, Amy, Ed.
Facts on Kids in South Dakota, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.; South Dakota State Dept. of Health, Pierre.; South Dakota State Dept. of Social Services, Pierre.; South Dakota State Dept. of Human Services, Pierre.
PUB DATE- 00
NOTE- 18p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Child Health; *Child Safety; Child Welfare; *Children; Demography; Driving While Intoxicated; Economic Status; Health Insurance; Incidence; Infants; Mortality Rate; Restraints (Vehicle Safety); Smoking; *Social Indicators; State Legislation; State Surveys; Statistical Surveys; Substance Abuse; Tobacco; Well Being; Youth Problems
IDENTIFIERS- Childrens Health Insurance Program; *Indicators; *South Dakota

This Kids Count report consists of four issues in a series of fact sheets that examine specific indicators of the well-being of children in South Dakota. Issue one focuses on teens and motor vehicle crashes. The fact sheet notes that teen death rates from car crashes have been higher than the national rate for 4 of the 5 years between 1992-1996. Specific areas examined include state legislative history, adolescent safety belt use, adolescent drinking and driving, teen speeding, and other circumstances contributing to crashes. Issue two focuses on teens and smoking, finding that South Dakota teens rank among the highest in the nation in reported tobacco use. Specific areas examined include tobacco addiction costs, middle school tobacco use, high school tobacco use, use of smokeless tobacco, and state legislative actions. Issue three focuses on use of child restraint systems and adolescent safety belt use, and finds that the leading cause of child deaths is motor vehicle crashes. Specific areas examined include safety equipment for children younger that 5 years, child booster seat use, legislative history, and seat belt use by adolescents and teens. Issue four focuses on Children's Health Insurance Program (CHIP). Specific areas examined include health insurance, history of CHIP, eligibility, and services offered. (SD)

ED 457 987 PS 029 828

Dopkins, Laurie B.; Carter, John; Beavers, Barbara
Georgia Kids Count Factbook, 2000-2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 127p.; For the 1998-99 Factbook, see ED 433 925.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early

Well Being
IDENTIFIERS- *Alternative Conceptions; Anonymity; In Vitro Fertilization

The controversies in adoption have extended across a spectrum of policy and practice issues, and although the issues have become clear, resolution has not been achieved nor has consensus developed regarding a framework on which to improve the quality of adoption policy and practice. This book is the fourth in a series to use an ethics-based framework for analyzing and resolving these complex challenges in adoption while avoiding the divisiveness that has heretofore impeded their resolution. This book raises the question of whether assisted reproduction (including sperm donation, egg donation, and embryo transfer), which may result in a child who is not genetically related to one or both parents, creates a situation that is analogous to adoption. The book examines whether the knowledge acquired in the field of adoption should be applied in the area of assisted reproduction and whether issues in adoption, such as identity, access to background information, and search, are equally applicable in the context of reproductive technology. The chapters are: (1) "Infertility, Assisted Reproduction, and Adoption"; (2) "The Meaning of Parenthood in Assisted Reproduction and Adoption"; (3) "The Parties Served through Adoption and Assisted Reproduction"; (4) "Anonymity and Information Access"; (5) "Market Forces in Adoption and Assisted Reproduction"; (6) "Embryo Donation and Adoption"; and (7) "The Law of Adoption and Assisted Reproduction." The concluding chapter notes that the limited research in assisted reproduction has made it difficult to determine the relative risks and benefits of a number of aspects of current practice and that identifying the key issues can serve as a first step toward full discussion of the challenges faced by professionals in adoption and assisted reproduction. (Contains 181 references.) (KB)

ED 458 006 PS 029 850

Heald-Taylor, Gail
The Beginning Reading Handbook: Strategies for Success.
PUB DATE- 01
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Children; Emergent Literacy; *Reading Instruction; Reading Material Selection; Reading Motivation; Reading Skills; Reading Strategies; Reading Teachers; Teaching Methods

This book for early childhood educators is a practical guide for developing literacy in children between 3 and 7 years of age. Although many aspects of literacy are addressed, such as reading, speaking, listening, and writing, the predominant focus of the book is on reading. The book is not about theory, although theoretical aspects and current research are sometimes discussed, but rather contains numerous specific strategies for teachers that can be implemented with young children to make learning to read a positive experience. The book's chapters are: (1) "Building the Foundation for Literacy"; (2) "Organizing the Classroom"; (3) "Supporting Emergent and Beginning Readers"; (4) "Teaching Developing and Independent Readers"; (5) "Gathering the Books: Information Books, Theme highlight each child's unique abilities and interests, acknowledge their children's efforts to be helpful to one another, deflect the bind that children's loyalties may cause, help children learn to be assertive and avoid aggression, and use rewards and praise to encourage cooperation. The chapters are: (1) "Predictable and Preventable Sibling Conflicts"; (2) "Unfairness, Anger, and Sibling Rivalry"; (3) "Look for Each Child's Unique Abilities"; (4) "Give Credit Where Credit Is Due"; (5) "How Does ADHD Affect Sibling Conflicts?"; (6) "Remember Whose Childhood It Is"; (7) "When Children Try To Carry Parents' Baggage"; (8) "Family Loyalty and Loyalty Conflicts"; (9) "Facilitate Empathy and Altruism"; (10) "Bribery Is Okay"; (11) "When Bribery Is Not Enough"; and (12) "Self-Esteem and Generosity: The Cure for Sibling Rivalry." Appended is information on finding psychological help for resolving sibling conflicts and a list of suggested books for parents and young children. (KB)

ED 458 025 PS 029 874

Emde, Robert N., Ed.; Hewitt, John K., Ed.
Infancy to Early Childhood: Genetic and Environmental Influences on Developmental Change.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 414p.; Section editors were Jerome Kagan, JoAnn L. Robinson, and David W. Fulker.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Child Development; Cognitive Development; Developmental Stages; Emotional Development; Genetics; Individual Differences; *Infants; Influences; Longitudinal Studies; *Nature Nurture Controversy; Personality; Physical Development; Predictor Variables; Theories; *Twins; *Young Children

This book analyzes the MacArthur Longitudinal Twin Study, a collaborative study by leading developmental scientists and behavioral geneticists on the transition from infancy to early childhood. Part 1 of the book describes the twin method and procedures used and introduces the analytic strategies. Parts 2 through 4 present results related to temperament, emotion, and cognition, respectively. Part 5 deals with environmental contributions and cross-domain integrations. Part 6 reviews major themes and conclusions. The chapters are: (1) "The Dynamics of Development in a Unique Multidisciplinary Collaboration" (Emde); (2) "The Twin Method: What We Can Learn from a Longitudinal Study" (Hewitt, Emde, and Plomin); (3) "The Conduct of the Study: Sample and Procedures" (Robinson, McGrath, and Corley); (4) "The Structure of Temperament" (Kagan); (5) "Extremes Analyses of Observed Temperament Dimensions" (Manke, Saudino, and Grant); (6) "Parental Ratings of Temperament in Twins" (Saudino and Cherny); (7) "Sources of Continuity and Change in Observed Temperament" (Saudino and Cherny); (8) "Behavioral Inhibition and Related Temperaments" (Kagan and Saudino); (9) "Emotional Development in the Twin Study" (Robinson and Emde); (10) "Reactions to Restraint and Anger-Related Expressions during the Second Year" (Emde and others); (11) "Empathy and Prosocial Patterns in Young MZ and DZ Twins: Development and Genetic and Environmental Influences" (Zahn-Waxler and others); (12) "Dispositional Cheerfulness: Early Genetic and Environmental Influences" (Robinson, Emde, of HyperStudio 3.0 hypermedia presentation software that supported text, audio, video, and graphics tools. Field notes were analyzed using pattern matching and revealed differences and similarities between the younger (6-7) and older (8-9) children. Younger children preferred to create linear hypermedia stories (beginning, middle, and end), whereas older children preferred nonlinear programming. Additionally, younger children were less comfortable drafting on the computer, choosing instead to use concrete materials (paper, crayons, scissors, watercolors, and markers). Older children overwhelmingly preferred to draft on the computer in HyperStudio. In general, all participants exhibited high motivation and intense focus in all aspects of the program, particularly for their work on the computers. Findings indicate the need for early childhood educators to evaluate the curriculum, instruction, and assessment process for writing with hypermedia. (Contains 24 references.) (Author/LLP)

ED 458 044 PS 029 911

Dixon, Becky
Purposeful Learning: A Study of Water.
PUB DATE- 01
NOTE- 20p.; For full journal issue. see PS 029 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Documentation; Early Childhood Education; Experiential Learning; Kindergarten; *Kindergarten Children; Learning Activities; Primary Education; *State Standards; Student Centered Curriculum; *Student Projects; Teacher Role; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard)

This article describes a project on water undertaken by kindergartners. The article first lists criteria that help determine the merit of a topic for study, followed by a discussion of how the water project emerged. Preliminary work by the teachers, the formation of groups to explore specific aspects of water, and the results of each group's work are then discussed. The article then presents the role of the teacher in providing teacher-directed activities to complement project work. Finally, the article examines how the activities undertaken during a project meet state and local standards. (Author/LPP)

ED 458 045 PS 029 929

Bergen, Doris
Pretend Play and Young Children's Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; *Cognitive Development; Definitions; Educational Policy; Interpersonal Competence; Language Skills; *Play; Preschool Curriculum; *Pretend Play; Theories; *Young Children
IDENTIFIERS- ERIC Digests

DESCRIPTORS- Data Collection; Elementary Secondary Education; Experiential Learning; *Field Studies; Inservice Teacher Education; *Interdisciplinary Approach; *Naturalistic Observation; *Outdoor Education; Program Descriptions; Rural Education; *School Community Relationship; Service Learning
IDENTIFIERS- *Nature Study; *Place Based Education; Roger Tory Peterson Institute of Natural History; Sense of Community

The Roger Tory Peterson Institute (Jamestown, New York) has been sparking a regional revival in K-12 nature studies and attracting attention from educators across America. Through summer training sessions and workshops, the Institute introduces multidisciplinary teams of teachers and community members to empirical research techniques for observing and documenting the biophysical and cultural characteristics of their local communities. The Selborne Project, upon which this program is based, encouraged educators to use the one square kilometer surrounding their schools as a living science laboratory, where students learn about natural and human systems and how they interact. Teachers and students use all their senses on regular expeditions to their square kilometer, keeping detailed field notes, making careful sketches, and entering data into personal journals. Human activities or artifacts, such as natural resource use and past architectural styles, receive as much scrutiny as natural components. This instills pride in the local region, which is important in many rural areas that may be seen as deteriorating. Field research is supplemented by visits to local libraries, searches through government records or reports, and Internet searches. The resulting interest in the local community often sparks service learning projects in which students learn the importance of giving back to the community. Many schools affiliated with the program have developed local networks of volunteers, business leaders, and government workers, transforming their schools into more community-oriented institutions. (TD)

ED 458 064 RC 023 200

Stein, Sara
Noah's Children: Restoring the Ecology of Childhood.
PUB DATE- 01
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Behavior; *Child Development; Child Rearing; Early Childhood Education; *Early Experience; Ecology; *Experiential Learning; *Informal Education; *Outdoor Education; Personal Narratives; Play; Social Change; *Young Children
IDENTIFIERS- *Human Ecology; Intergenerational Relationship; Outdoor Recreation

Not long ago, both city and country children grew up mostly outdoors, with direct experience of plants and animals and of the ways in which the necessities of daily life were grown, made, and used. When they weren't helping with household work, children spent much of their time exploring and puttering around in the outdoor environment, relatively free from adult interference. This book suggests that such unmediated experience of the landscape of childhood has a natural role to play in child development. Drawing on the author's observations as daughter, mother, grandmother, and naturalist, and interwoven with findings from biology, linguistics, anthropology, and psychology, the book illuminates the features

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Assessment; Elementary Secondary Education; *Evaluation; Science Education; *State Standards
IDENTIFIERS- *Vermont

The Vermont Institute for Science, Math, and Technology (VISMT) and a team of Vermont educators have developed the Vermont Science Assessment in collaboration with CTB/McGraw-Hill. This assessment provides Vermont teachers and school officials with student performance data on scientific understanding as they implement Vermont's Framework of Standards and Learning Opportunities. This assessment is designed to provide schoolwide data on science programs as well as data on individual student performance on five of the content areas in the science, math, and technology section of the Framework. Although the assessment is administered at grades 6 and 11, it does not assess curricula exclusively at those grades but rather the students' accumulated knowledge and understanding of science. The items selected for inclusion sample the domain of science in elementary, middle, and secondary programs according to the Framework. The tasks are available through VISMT and the VISMT Teacher Associates. (ASK)

ED 458 084 SE 062 961

Vermont Institute for Science, Math and Technology: A Statewide Systemic Initiative.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 43p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Improvement; Elementary Secondary Education; Government School Relationship; *Mathematics Education; Program Effectiveness; Program Evaluation; *Science Education; State Programs; *Technology Education
IDENTIFIERS- *Statewide Systemic Initiative

The Vermont Institute for Science, Math and Technology (VISMT) was established in 1992 as a nonprofit organization to implement a $9.6 million dollar grant from the National Science Foundation (NSF) awarded to the Vermont Department of Education. The goal of the project is to dramatically transform science, math, and technology education for all Vermont students. This report reviews the first seven years of VISMT and assesses progress made in fulfilling the project's goal. (WRM)

ED 458 085 SE 064 138

Owens, Douglas T., Ed.; Reed, Michelle K., Ed.
Research in Mathematics Education, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

particular subjects but also all information necessary to solve the actual project tasks. The system was successfully tested in the faculty educational practice. Experience has proven that: (1) students are interested in the complex solving of the whole of an initially simple problem, rather than in more complex professional tasks; and (2) students are aware of the usefulness of knowledge taught during lectures. This results in improved assimilation of knowledge, in practical training in basic professional skills and finally in improvement of the efficiency of studies. The second important factor in effective education is the practical industrial work experience. In technical sciences a continuous interchange of information between education, research and practice is a prerequisite of progress. It is also an essential precondition of effective teaching in this area. In new curricula developed within the Tempus BestSys project, a Supervised Industrial Practical Placement was introduced during the 7th semester at the 1st undergraduate level of studies. (Author/MM)

ED 458 108 SE 065 247

Waits, Bert K.; Demana, Franklin
The Role of Graphing Calculators in Mathematics Reform.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Technology; Elementary Secondary Education; *Graphing Calculators; *Mathematics Curriculum; *Mathematics Instruction

This essay describes the role of graphing calculators in mathematics reform. Among the topics discussed are the history of graphing calculators in mathematics education, recent technological innovations, and professional development opportunities. The case is made for a balanced approach between calculator use and paper-and-pencil techniques. (Contains 17 references.) (MM)

ED 458 109 SE 065 248

Cogan, Leland S.; Houang, Richard T.; Wang, HsingChi A.
The Conceptualization and Measurement of Curriculum.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; *Cultural Influences; *Curriculum Evaluation; *Grade 8; Instruction; Junior High Schools; Mathematics Education; Science Education; Textbooks
IDENTIFIERS- *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) surveyed teachers and school administrators and conducted an in-depth analysis of mathematics and science curricula as well as investigating traditional student assessment of eighth grade students in 40 countries. The differences in key aspects of the educational systems in those countries suggests a cultural variation in schooling. This paper contends that the structure of mathematics and science curriculum is a reflection of culture. The structure of the data collected in TIMSS and its analyses and defining the eighth grade mathematics curriculum from the perspective of textbooks, classroom instruction, and

Data Analysis and Measurement: Ahead, above the Clouds. NASA Connect: Program 4 in the 2000-2001 Series.
PUB DATE- 01
NOTE- 37p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 301-305.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Data Analysis; Intermediate Grades; Junior High Schools; Mathematics Education; *Measurement; *Meteorology; Science Activities; Science and Society; Science Instruction; *Space Sciences; Technology Education; *Weather

This teaching unit is designed to help students in grades 5 to 8 explore the concepts of data analysis and measurement in the context of meteorology. The units in the series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of background notes for the teacher, a list of teacher resources, and two activities, one of which is Web-based, complete with blackline masters. Also included are suggestions for extensions to the problems and their relationships to national mathematics, science, and technology standards. In this activity, students learn about hurricanes and how meteorologists, weather officers, and National Aeronautics and Space Administration (NASA) researchers use measurement and data analysis to predict severe weather such as hurricanes. (MM)

ED 458 134 SE 065 305

Functions and Statistics: International Space Station: Up to Us. NASA Connect: Program 5 in the 2000-2001 Series.
PUB DATE- 01
NOTE- 21p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 301-304.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Functions (Mathematics); Intermediate Grades; Junior High Schools; Mathematics Education; Science Activities; Science and Society; Science Instruction; *Space Sciences; *Statistics; Technology Education
IDENTIFIERS- *Spacecraft

This teaching unit is designed to help students in grades 5 to 8 explore the concepts of functions and statistics in the context of the International Space Station (ISS). The units in the series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of background notes for the teacher, a list of teacher resources, and two activities, one of which is Web-based, complete with blackline masters. Also included are suggestions for extensions to the problems and their relationships to national mathematics, science, and technology standards. In this activity, students learn about the ISS, why it is being built, and how it provides first-hand experiences with the space program. (MM)

ED 458 135 SE 065 306

The Measurement of All Things: Tools of the Aeronautics Trade. NASA Connect: Program 1 in the 1999-2000 Series.

teachers who work in the schools and the students who are there to learn. This book focuses on the front line teachers and their recollections of the effort to desegregate faculty in the Austin (TX) Independent School District during 1964-1971 in compliance with the "Brown v. Board of Education" Supreme Court ruling. This event had an enduring personal and professional impact on the Austin teachers and is here recounted in detail for the first time. The book focuses on the stories of Austin's few African American teachers who crossed over from their professional assignments in the still-segregated schools for African American youth to schools that, at the time, continued to enroll mainly white and Mexican American students. In its portrayal, however, the book does not obscure the experiences of the district's white teachers who crossed over to Anderson High School. The book is divided into the following chapters: (1) "Introduction"; (2) "Social Construction of Race"; (3) "Oh, Do I Remember!"; (4) "Moving from the Shadows into the Sunlight"; (5) "With All Deliberate Slowness"; (6) "No White Missionaries Need Apply"; (7) "Death of a School"; (8) "Reflections and Memories"; and (9) "Creating Places of Engaged Listening." Each chapter includes endnotes. (Contains an extensive bibliography, with separate sections on books, articles, theses and essays, court cases, newspapers, periodicals, oral histories, papers and archival collections, and internet resources.) (BT)

ED 458 159 SO 033 035

Lafayette Geography Institute, 2000.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Geographic Location; *Geography; *Geography Instruction; Global Education; Human Geography; Locational Skills (Social Studies); Multicultural Education; Physical Geography; Social Studies
IDENTIFIERS- China; Geographic Information Systems; Indiana

This document contains 7 geography lesson plans: (1) "Can You Give Me Directions to the Game?" by Tim Robison (uses Geographic Information Systems to establish directions to a place; grades 6-8); (2) "Crossing China by Sampan" by Marcie Ritchie (examines the role of geography in communication throughout China; grade 6); (3) "Indiana Tornado Project" by Carole Mayrose (researches tornadoes in Indiana; grades 9-12); (4) "A Multicultural Study: Chinese New Year" by Gloria Massey (examines the differences between Chinese New Year customs and beliefs and those of the U.S. New Year; grades K-3); (5) "Postcards across America" by Tami Hicks (uses a postcard exchange among schools throughout the United States to learn about individual states; grade 5); (6) "Where in the World Is Mr. Fultz?" by Brian Fultz (students locate a place by researching geographic clues; all grades); and (7) "A Time of Peace: Where Should the X-Men Live?" by Karen Grimes Cooper (introduces students to the use of Geographic Information Systems via census data; grades 6-8). Each lesson plan describes the purpose, lists national geography standards, explains the setup, and suggests teaching strategies. Some include on-line resources, ideas for adapting the lesson, and evaluation suggestions. (BB) perspective and historical context. Contains 3 notes, a figure, a table, 6 references, and a sample data set. (BT)

ED 458 182 SO 033 112

Vandycke, Nancy
Access to Education for the Poor in Europe and Central Asia: Preliminary Evidence and Policy Implications. World Bank Technical Paper No. 511.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Educational Benefits; Educational Policy; Educational Research; Foreign Countries; *Geographic Regions; Higher Education; Labor Market; *Low Income; *Poverty
IDENTIFIERS- *Asia (Central); *Europe

In Europe and Central Asia, the poor face three problems: (1) the education system as a whole does not work well, and hence fails to meet their needs; (2) the private cost of education has risen, so that "education," as a commodity, competes with other consumption goods in shrinking household budgets; and (3) the perceived benefits of education (in terms of higher wage earnings) are still low, thereby undermining long-term incentives to invest in education. This paper shows the discrepancy between Central European and former Soviet Union countries in the contribution of "education" in explaining wage earnings inequality. The discrepancy can be explained by factors such as the degree of private sector development and the flexibility of the labor market. Although there remains a "taste" for education in Europe and Central Asia, there is also a risk that low-income groups drop out of the education system and irreversibly fall into poverty. (Contains 27 notes, 7 figures, 9 tables, 4 annexes, and 82 references.) (Author/BT)

ED 458 183 SO 033 113

Lopez-Acevedo, Gladys
Evolution of Earnings and Rates of Returns to Education in Mexico.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Education; *Economic Development; *Educational Policy; *Equal Education; Foreign Countries; Income; Labor Market; *Salary Wage Differentials
IDENTIFIERS- *Mexico; Rate of Return

This paper reviews the factors and mechanisms that have been driving inequality in Mexico and finds that educational inequality accounts for by far the largest share of Mexico's variation in earnings inequality. More specifically, it examines the expansion in earnings inequality with emphasis on the role of education, establishes an analytical framework that permits analysis of the interaction between education and the labor market, and examines the evolution of earnings inequality in light of the macroeconomic and educational policies that followed in the 1980s and 1990s. The contribution of inequality of education to inequality of earnings in Mexico is the second highest in Latin America, after Brazil, and the significance of education has been increasing over time. Moreover, the income effect is always prevalent, and the distribution of education

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Teachers; *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Faculty Development; Higher Education; Limited English Speaking; *Preservice Teacher Education; Student Teacher Attitudes; *Teacher Competencies; Teacher Effectiveness; Teacher Influence; Teacher Supply and Demand
IDENTIFIERS- California

This report explores the absence in educational reform of attention to preparing teachers to work with culturally and linguistically diverse students, focusing on: characteristics of California's existing student and teacher populations; teacher supply and demand and its consequences; the effects of teachers on student performance; preparing mainstream teachers to meet the challenges of diversity; attributes of effective teachers in multicultural settings; practices of effective teachers for diverse learners; unique skills and attributes of effective teachers of English language learners; preparation for teachers of culturally and linguistically diverse students; teacher preparation programs and teacher quality; the role of professional development; bilingual teacher preparation and professional development; and efforts to increase the quality and quantity of California teachers. The report notes the lack of minority group teachers in California schools and concludes that California's teaching force is the product of its own public schools, which have had little success in preparing underrepresented students to go on to college. Recommendations are presented in the areas of pipeline/recruitment, preservice training, faculty development, and research. (Contains 65 references.) (SM)

ED 458 202 SP 040 334

Lamson, Sharon; Thomas, Kelli R.; Aldrich, Jennifer; King, Andy
Assessing Pre-Service Candidates' Web-Based Electronic Portfolios.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Portland, OR, August 5-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *World Wide Web
IDENTIFIERS- Central Missouri State University; *Electronic Portfolios

This paper describes processes undertaken by Central Missouri State University's Department of Curriculum and Instruction to prepare teacher candidates to create Web-based professional portfolios, Central's expectations for content coverage within the electronic portfolios, and evaluation procedures. It also presents data on portfolio construction from three semesters. Central's electronic portfolio is a collection of evidence and/or artifacts and reflective statements that demonstrate intellectual and professional development in relation to competency-based education program outcomes in a multimedia format. The portfolio is formally evaluated at three levels during the candidate's education program for appearance, Frameworks and Achievement Levels" (Robert A Forsyth); (2) "Assembly of Test Forms for Use in Large-Scale Educational Assessments" (Wim J. van der Linden); (3) "A Brief Introduction to Item Response Theory for Items Scored in More Than Two Categories" (David Thissen, Kathleen Billeaud, Lori McLeod, and Lauren Nelson); (4) "Some Ideas about Item Response Theory Applied to Combinations of Multiple-Choice and Open-Ended Items: Scale Scores for Patterns of Summed Scores" (Kathleen Billeaud, Kimberly Swygert, Lauren Nelson, and David Thissen); (5) "Enhancing the Validity of NAEP Assessment Level Score Reporting" (Ronald K. Hambleton); (6) "1998 Civics and Writing Level-Setting Methodologies" (ACT, Inc.); (7) "The Criticality of Consequences in Standard Setting: Six Lessons Learned the Hard Way by a Standard-Setting Abettor" (W. James Popham); and (8) "Acknowledgments and Appendices." Two appendixes list participants and present the conference agenda. (SLD)

ED 458 221 TM 033 374

Analysis of Arizona Stanford 9 Test Results, Spring 2001.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; *Elementary School Students; Elementary Secondary Education; Ethnicity; *Middle School Students; Minority Groups; Racial Differences; *Test Results
IDENTIFIERS- *Arizona; *Stanford Achievement Tests

In spring 2001, close to 500,000 Arizona students in grades 1 through 9 took the Stanford Achievement Test. This study focuses on reading in the earliest grades and mathematics in the middle grades. Arizona schools have been making progress in reading, lifting students from the lowest achievement levels to higher levels. However, 25% of students remain in the lowest group, and students for whom English is not the primary language are overrepresented in that group. In 2001, Arizona students in grades 1 through 3 scored at the 50th percentile, or at the national average, an increase of six percentile points from 1997. In the middle grades, Arizona schools are making significant progress in moving students up from the lowest achievement levels in mathematics, increasing the likelihood that students will meet the state's rigorous academic standards. Statewide, the mathematics percentile ranks for middle schools (grades 6 through 9) have increased steadily. The Stanford 9 tests offer a look at the performance of Arizona students as the schools increasingly focus on academic skills. (SLD)

ED 458 222 TM 033 375

Moreland, Jeremy
Dropout Rate Study, 1999-2000: Annual Dropout Rates in Arizona Public Schools, Grades Seven through Twelve.
PUB DATE- 01
NOTE- 77p.; For a report on annual dropout rates in the 4 preceding years, see ED 427 932.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Counties; *Dropout Rate; *Enrollment; Hispanic American

types of intelligence suggested by the theory. Learning styles theory also has much to offer classroom assessment. When teachers want to use written tests, there are criteria that should be applied to the construction of test items. Teacher observation is another important aspect of assessment in science. It is also important to consider metacognition skills when evaluating student achievement in science. Students must learn the skills required for self-evaluation, and teachers must help them develop these skills. (SLD)

ED 458 243 TM 033 404

Trenta, Louis S.

A Discussion of Clinical Context of Evaluation: The Interaction of Evaluation with Situation Types and Stages of Problem Solving.

PUB DATE- 99

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Context Effect; *Evaluation Methods; Evaluation Utilization; *Evaluators; *Problem Solving

This paper considers the setting of evaluation from the perspective of the situations and stages of problem solving in which institutional leaders might call for the assistance of evaluators. This discussion should provide evaluators with a framework to understand and adjust their interactions with the environmental context of the evaluation. R. Heifetz has posited three types of situations for institutional leaders: (1) clear problem and clear solution; (2) clear problem and unclear solution; and (3) unclear problem and unclear solution. For this discussion, a problem solving process is defined that contains five steps, from problem definition to making changes. Another aspect of the situation in which institutional leaders might or would seek the assistance of evaluators is the definition of evaluation whether it determines the extent to which goals have been accomplished, provides descriptive information, or judges the merits of a program or components. Evaluators have different roles to play in the institutional setting of their work, and their roles depend on the situation. When there is clarity about the problem and the solution, the work is within purposes that are summative or formative, and thus basically technical. When there is lack of clarity about the problem or the solution, the work expands into sociopolitical and psychological purposes and becomes both technical and interactive. (SLD)

ED 458 244 TM 033 405

Lee, Yong-Won

Examining Passage-Related Local Item Dependence (LID) Using Q3 Indices in an EFL Reading Comprehension Test.

PUB DATE- 00

NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(141)
DESCRIPTORS- Decision Making; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Models; *Planning; Program Evaluation

A model is proposed that describes assessment-evaluation as practiced in instruction as a cycle. The model addresses consequences as an important culminating step in each assessment-evaluation cycle, so that the success of each cycle depends on the conceptualization and its ultimate consistency with the consequences associated with each cycle. The model contains these steps: (1) domain selection and definition; (2) purpose identification; (3) design; (4) administration; (5) interpretation; (6) evaluation; (7) analysis; (8) refocus; (9) planning/decision making; and (10) communication. In addition to these steps and the evaluation components associated with each, another dimension must be used to describe the assessment-evaluation cycle, the level of formality. At each step of the cycle, there is a separate set of evaluation components to be applied to maintain the most accurate assessment results possible. A chart outlines the evaluation components in terms of questions that reflect the information needed in relation to each component. Three examples describe assessment-evaluation at different levels of formality. There is little that is novel with respect to the processes of assessment and evaluation in this model, but the model does allow teachers to reflect on their practices, administrators to develop good data, trainers to integrate assessment and evaluation, and researchers to develop investigations. (Contains 3 tables and 42 references.) (SLD)

ED 458 264 TM 033 427

Hubelbank, Jeanne H.
Evaluation as a Catalyst for Change.
PUB DATE- 01
NOTE- 6p.; Poster presented at the Annual Assessment Conference of the American Association for Higher Education (Denver, CO, June 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Change; Evaluation Methods; *Evaluation Utilization; *Graduation Requirements; Higher Education; *Program Evaluation
IDENTIFIERS- *Wheaton College MA

Along with assessing the value of a program, evaluations should aid in decision making, support change management, and improve processes. For an evaluation to effect change, three conditions should occur: informing, collaborating, and mixing. The evaluation of a Wheaton College (Massachusetts) graduation requirement that students complete a minimum of at least one out-of-class learning experience provides an example of an evaluation that served as a catalyst for change. The requirement moved from a five-step prescribed, structured reflection process to a three-step student-centered reflection process integrated into the academic community. As the example from Wheaton College shows, for an evaluation to have effective use, it has to be a shared, collaborative educational venture between the evaluator and those involved in the program. (Contains 16 references.) (SLD)

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; English; Foreign Countries; Graduation Requirements; *High School Students; High Schools; *Item Bias; Mathematics; *Sex Differences; Social Studies; Test Items
IDENTIFIERS- Alberta; Canada; *Exit Examinations; Item Bias Detection; Mantel Haenszel Procedure

The primary purpose of this study was to identify potential sources of gender differential item bias (DIF) in a high school exit examination composed of both selected-response and constructed-response items in the content areas of English, social studies, mathematics, and biology. A secondary purpose was to determine the agreement between the polytomous differential item functioning (DIF) detection methods, the Generalized Mantel-Haenszel (GMH) approach and Poly-Simultaneous Item Bias (Poly-SIB), and their counterparts, the Mantel-Haenszel procedure (MH) and SIB. Data were from four different Alberta Education Diploma Examinations for June and January 1998. The numbers of students that completed each form ranged from 2,328 to 3,386. Results indicate that both GMH and Poly-SIB were comparable to their dichotomous counterparts, MH and SIB, although there were slight differences between MH and GMH. Results about gender DIF support some hypotheses and not others. Males did not outperform females on geometry and mathematical problem solving items. Although more than 50 mathematics items were analyzed, only 8 dichotomous items were flagged. None of the gridded response items were flagged for DIF, and references to stereotypical male or female activities were not identified as DIF items or did not consistently favor one group or the other. While the majority of the dichotomous items favored males, all of the polytomous items favored females. These findings suggest that there may be an item-by-format interaction where females perform better on constructed response items even in measures of quantitative ability. The paper discusses some areas for future research. (Contains 10 tables, 1 figure, and 34 references.) (SLD)

ED 458 285 TM 033 449

The Nation's Report Card: Science Highlights, 2000.
PUB DATE- 01
NOTE- 18p.; Colored frames and figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; *Racial Differences; Science Achievement; *Science Tests; *Sex Differences; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

Results for the 2000 National Assessment of Educational Progress (NAEP) science assessment are reported. Since 1969, the NAEP has been the sole ongoing national indicator of what U.S. students know and can do in major academic subjects. The science assessment was first administered to nationally representative samples of 4th, 8th, and 12th graders in 1996. In 2000, the average scores of fourth and eighth graders were essentially unchanged from 1996. The only significant change occurred in grade 12, where there was a three point decline in

Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; *Diagnostic Tests; Personality Assessment; *Personality Measures; Personality Traits; *Scoring; *Test Interpretation; Test Use
IDENTIFIERS- *Myers Briggs Type Indicator

This book provides step-by-step guidance on the administration, scoring, and interpretation of the Myers-Briggs Type Indicator R (MBTI). The book also contains assessment of the test's strengths and weaknesses, advice on its clinical applications, and several case reports. The chapters are: (1) "Overview"; (2) "How To Administer the MBTI"; (3) "How To Score the MBTI"; (4) "How To Interpret the BTI"; (5) "Strengths and Weaknesses of the MBTI"; (6) "Clinical Applications of the MBTI"; and (7) "Illustrative Case Reports." Appendixes contain a self-selection ratio type table, a list of specialized MBTI reports, a list of major organizations concerned with psychological type, and a list of recipients of Isabel Briggs Myers research awards. An annotated bibliography of 19 sources is included. (Contains 1 figure, 3 tables, 45 references, and an index.) (SLD)

ED 458 306 TM 033 487

Strack, Stephen
Essentials of Millon Inventories Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 99
NOTE- 271p.; Alan S. Kaufman and Nadeen L. Kaufman, Series Editors.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; *Diagnostic Tests; Personality Assessment; *Personality Measures; Personality Traits; Psychometrics; Reliability; *Test Interpretation; Test Use; Validity
IDENTIFIERS- Millon Adolescent Personality Inventory; Millon Clinical Multiaxial Inventory

This step-by-step reference guide to the five key Millon personality inventories includes vital information about each of the tests, including information on psychometric characteristics, special populations, assets-limitations, reliability-validity, and interpretation. The tests are: the Millon Clinical Multiaxial Inventory III (MCMI-III); the Millon Behavioral Health Inventory (MBHI); the Millon Adolescent Clinical Inventory (MACI); the Personality Adjective Check List (PACL); and the Millon Index of Personality Styles (MIPS). The chapters are: (1) "Essentials of MCMI-III Assessment"; (2) "Essentials of MBHI Assessment"; (3) "Essentials of MACI Assessment"; (4) "Essentials of PACL Assessment;" and (5) "Essentials of MIPS Assessment." An annotated bibliography of 39 sources is included. (Contains 10 figures, 6 tables, 99 references, and an index.) (SLD)

ED 458 307 TM 033 488

Bassey, Michael
Case Study Research in Educational Settings. Doing Qualitative Research in Educational Settings.
PUB DATE- 99
NOTE- 178p.; Series editor, Pat Sikes. Published by Open

Education; *Immigrants; *Minority Group Children; *Population Trends; Poverty; *Public Education; Racial Differences; School Demography; Tables (Data)

This issue begins a five-part series that uses demographic projections as the starting point for examining some of the forces that will shape public education in the years ahead. It provides an overview of broad demographic trends, including the growing number of school-age youngsters, the increasing diversity of the student population, and the large number of children still living in poverty. After "Children of Change: Overview," the report discusses "School-Age 'Milleni-boom' Predicted for Next 100 Years"; "Minority Groups to Emerge as a Majority in U.S. Schools"; "Mixed Needs of Immigrants Pose Challenges for Schools"; and "High Poverty among Young Makes Schools' Jobs Harder." Each section includes a variety of charts on such issues as: population trends; minority populations on the rise; the new minority (non-Hispanic whites); the largest foreign-born populations in the United States; where immigrants are settling; parents' education levels; child poverty by state; children in working-poor families; and child poverty by race and ethnicity. (SM)

ED 458 327 UD 034 546

Richard, Alan
Remodeling Suburbia. 2000 & Beyond: The Changing Face of American Schools.
PUB DATE- 00
NOTE- 15p.; Theme issue. For other issues in the series, see UD 034 545-549.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Diversity (Student); Elementary Secondary Education; *Enrollment Trends; Immigrants; Language Minorities; Public Schools; Racial Differences; *Suburban Schools
IDENTIFIERS- Georgia (Atlanta)

This issue, the second in a series on how public education will evolve in the new century, focuses on the suburbs, highlighting two suburban communities in the Atlanta, Georgia, region. The first part, "Remodeling Suburbia," explains that in newer suburbs, enrollment is booming, and schools struggle to keep up with growth and changes in student populations. In older suburbs, many of which have already seen dramatic demographic changes, enrollments may become more international as immigrants bypass central cities to settle in nearby communities. The second part, "Paying for Prosperity," discusses the lure of good schools in the newer suburbs, the educational expectations of parents in the newer suburbs, and the fact that these areas are ripe for demographic change. The third part, "Beyond Black and White," presents a history of demographic shifts in Clarkston High School in the Atlanta suburb of DeKalb County since racial integration, explaining that immigration is changing the face of the county's schools and examining language barriers in this suburb's schools. (SM)

ED 458 328 UD 034 547

Zehr, Mary Ann
Un Dia Nuevo for Schools. 2000 & Beyond: The Changing Face of American Schools.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 00

"Teachers and Students' Attitudes toward Computers in Mexico: Results of Phase 2000" (Cesareo Morales); (12) "Preservice Teachers' Attitudes toward Information Technology in Brunei" (Mint Swe Khine); (13) "Findings from Thailand for the Longitudinal Assessment of New Information Technologies" (Nanta Palitawanont); (14) "Multimedia in Chinese Elementary Schools" (John Ronghua Ouyang and James E. Yao); (15) "An Instrument To Measure Malaysian Teachers' IT Preparedness" (Wong Su Luan and others); (16) "An In-Service Program for Ecuadorian Teachers. The Innovation of Elementary Education in the Santa Elena Peninsula Project" (Martin Valcke and Katherine M. Chiluiza); and (17) "Critical Kiwi Chronicles: Technology and Teacher Education in New Zealand" (Cameron White). An abstract of the following paper is also included: "An Introductory Internet Skills Program for Teacher Education: Or from Practice to Theory: A Case Study" (Cameron Richards and Mita Bhattacharya). Most papers contain references. (MES)

ED 457 831 IR 020 901

Connell, Michael L., Ed.; Lowery, Norene Vail, Ed.; Harnisch, Delwyn L., Ed.
Mathematics. SITE 2001 Section .
PUB DATE- 01
NOTE- 95p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Teacher Education; Technology Integration
IDENTIFIERS- Technology Utilization

This document contains the following papers on mathematics from the SITE (Society for Information Technology & Teacher Education) 2001 conference: "Secondary Mathematics Methods Course with Technology Units: Encouraging Pre-Service Teachers To Use Technology" (Rajee Amarasinghe); "Competency Exams in College Mathematics" (Kathy R. Autrey and Leigh Ann Myers); "Computer Aided Personality Assessment of Mathematics Teachers" (Pamela T. Barber-Freeman and others); "AnimalWatch: An Intelligent Computer Tutor for Elementary Mathematics" (Carole R. Beal and others); "Prospective K-6 Educators Attitudes about Technology" (Brian Beaudrie); "Using Databases in Teaching Advanced Mathematics Courses" (Mikhail Bouniaev); "Using Excel To Explore a Thematic Mathematics Unit: Ideas" (Dolores Brzycki and Judi Hechtman); "Mathematics Teachers on Track with Technology" (Laurie Cavey and Tiffany Barnes); "Student Satisfaction with Online Math Courses and Its Impact on Enrollments" (Faith Chao and James Davis); "Teaching Mathematics by Means of 'MathTrainer'" (Fernando Diez and Roberto Moriyon); "Beliefs, Experiences, and Reflections that Affect the Development of Techno-Mathematical Knowledge" (Hollylynne Stohl Drier); "Making Geometry on a Virtual Environment: A Proposal of Continuous Distance Education for Teachers" (Marcia Campos and others); "Helping Elementary Education Majors Brush up on Mathematical Modeling: Insights from a Field Test of a New Online Learning Prototype" (Neal Grandgenett and others); "The Modern Classroom: Using Portable Wireless Computer Networking in the Classroom" (Virgil Varvel about the distance learning environment. Using an interaction model, the classroom interactions were grouped into the following categories: learner-content, learner-instructor, learner-learner, and learner-interface. Results showed that learner-instructor and learner-learner interactions were highest during classes that were organized as discussion sessions with specific guidelines for the content and the nature of questions on which the dialog would focus. Several instructor strategies appeared to increase interactions with the students at the remote site. Statements of praise and acceptance of student ideas and the use of questions that required the learners to synthesize and draw conclusions rather than simply recall information were effective in soliciting responses. Humanizing the students' learning experiences by using their names and relevant personal experiences increased participation. Use of visual realia and well-designed textual visuals provided a scaffold for connecting the students with course content and facilitated dialog. A strategy that proved to be minimal in effectiveness was the use of peer presentations. During these presentations, fewer interactions occurred and more of-task behaviors were observed. A major detriment of effectiveness in the distance learning classroom is the expertise of the instructor to present content information and elicit student participation. Learner-instructor interactions were impaired by limitations of the technology. Students at the remote site reported feelings of isolation when excluded from informal conversations at the local site. Both instructors and students indicated that the technology created a barrier to spontaneity and the ability to read facial expressions and other physical cues. A mediator located at one remote site helped reduce transactional distance by manipulating the cameras and helping learners to interface with the technology. This assistance allowed the instructor to focus more attention on teaching and engaging students with content information. Additionally, the mediator facilitated student participation through modeling and encouragement. (Contains 117 references.) (Author/AEF)

ED 457 848 IR 021 002

Topics on Distance Learning Conference Proceedings (Hammond, Indiana, June 5-6, 2001).
PUB DATE- 01
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Conferences; *Distance Education; *Educational Development; Educational Technology; Higher Education; Instructional Materials; Internet; Online Systems; Technological Advancement
IDENTIFIERS- Technology Integration

The purpose of this conference was to focus attention on the increasing role of distance learning in academia and industry and to inform and educate the participants in several key aspects of distance learning. In addition, the conference spotlights the accomplishments of technology in education and showcases the many leaders in distance learning. The first part of this document is a list of proceedings in alphabetical order, followed by conference highlights, keynote speakers, concurrent sessions, and other information. The conference schedule is also provided. This proceedings includes the following papers: "Using the Web To Create a Collaborative

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1999 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 00
NOTE- 119p.; For the 1998 directory, see ED 438 834.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); *Blindness; Braille; *Information Sources; *Library Collections; Library Networks; *Library Services; Library Statistics; *National Libraries; Physical Disabilities; *Regional Libraries; Special Libraries; Tables (Data)
IDENTIFIERS- Library of Congress; *National Library Service for the Blind

A free national library service providing recorded and Braille materials to blind and physically handicapped persons is administered by the National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress. In this directory, NLS network libraries and machine-lending agencies are arranged alphabetically by state. Within each state, the regional library appears first, followed by subregional libraries (if any) listed alphabetically by city. In several states, two regional libraries have been established; in these instances, the specific service area of each library is shown. County service areas are also listed for subregional libraries, but for libraries that serve 18 or more counties, the outlying or border counties are listed while those in the center of the service area are not. Regional libraries that also function as machine-lending agencies are identified by an asterisk. Separate machine-lending agencies (if any) are listed as the final entry for a state. Regional libraries designated as Braille-lending libraries are identified by a number symbol. Braille is listed under the book collection heading for each of these libraries. For libraries not designated as Braille-lending libraries, Braille collections are listed under the special collections category. The information about NLS network libraries and machine-lending agencies contained in the body of the directory and in the second appendix was provided by each network library and machine-lending agency in response to a questionnaire circulated in February 2000; readership and circulation statistics in the first appendix are for federal fiscal year (October-September) 1999. Two affiliated library consortium are included, followed by other library resources at the national level, both arranged alphabetically by the name of the organization. Each entry indicates eligibility requirements, special media available, subject coverage, and lending policies, all of which may vary from one organization to another. (AEF)

ED 457 866 IR 058 334

Council on Library and Information Resources: Annual Report, 2000-2001.
PUB DATE- 01
NOTE- 44p.; For the 1999-2000 annual report, see ED 446 776.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; *Information Services; Information Technology; Library Development; *Library Services; Library

between colleges in the system; (2) it facilitates course comparisons, easing the transcript evaluation process for students transferring among colleges in the system; and (3) it facilitates the negotiation and implementation of articulation agreements among community colleges, the Connecticut State University system, the University of Connecticut, and private institutions. Guidelines for the renumbering process include: (1) the common number system should include as many courses as possible; (2) as discipline experts, faculty members should make the judgments as to the comparability of course content; (3) courses that have 80% consonance of content should carry the same designator, number, and title; (4) the same three-letter designator will identify courses in a discipline wide system; (5) all courses in the system have new designators, and in some cases new numbers and titles; and (6) each course, in addition to a three-letter designator, also has a three-digit number. These numbers have significance, including level and area of study. (NB)

ED 457 886 JC 010 635

Young, Raymond J.
From Persuasion to Accommodation in Public Two-Year College Development.
PUB DATE- 01
NOTE- 15p.; Presented at "A Century of Community Colleges in America: Challenges Past, Present, and Future" Conference (Denton, TX, February 25, 2001.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; *Educational History; Educational Innovation; Governance; School Community Relationship; *State Legislation; Two Year Colleges

This document, both a historical report and a personal narrative from a university professor, describes public two-year college development in the United States from the late 1940s to the end of the 1980s. Highlights include: (1) by 1950, the number of public two-year colleges (322) had become greater than the number of private ones (302); (2) by 1989 membership in the American Association of Community and Junior Colleges reached well over 1,100; (3) in 1950, there were professors of junior college education in only two universities-Washington State University with S.V. Martorana and the University of Texas, with C.C. Colvert and James Reynolds; (4) throughout the latter half of the 1950s and the early 1960s, where legislative enactments permitted the founding of public two-year colleges, citizens had to be convinced that they needed and should have a junior college; (5) by March 1960, grants were made to five universities for the development of doctoral-level graduates programs for two-year college leadership; and (6) in spite of admonitions in the late 1950s that state-level planning for public two-year college development was a state responsibility and that establishment should be preceded by an adequate study of needs for programs and conditions pertaining to finance, location, and facilities, by 1965 the demand by the public was overwhelming. The document includes a catalog of studies completed by the author during his career. (EMH)

ED 457 887 JC 010 636

Strategic Plan for Texas Public Community Colleges, 2001-2005.

95% for class three. The author also notes the inherent difficulties in such a program, such as student stigmatization due to special admissions labels. Contains 42 references, 24 tables, nine figures, and four appendices. (NB)

ED 457 906 JC 010 660

Kelly-Kleese, Christine
Community College Scholarship and Discourse: An Intrinsic Case Study.
PUB DATE- 01
NOTE- 178p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Discourse; Administrator Attitudes; *College Faculty; *Community Colleges; *Discourse Communities; Educational Research; Faculty Publishing; Scholarly Writing; *Scholarship; *Teacher Attitudes; Two Year Colleges; Vocational Schools

This dissertation reports the results of an intrinsic case study done at a technical community college in the southeastern United States. The purpose of the study was to understand how community college administrators and faculty members define scholarship at their institution and what methods are used within the community college to encourage/discourage participation in scholarly work. The author conducted 25 individual interviews: two with upper-level sectional administrators, 22 with full-time faculty members, and with a continuing part-time instructor. The 23 faculty members interviewed represented all of the departments on campus. Questions included: (1) How do administrators and faculty define scholarship? and (2) What are some ways scholarship is supported or discouraged on campus? Findings showed that while some community college faculty engaged in scholarly activities that would be accepted as scholarship under traditional definitions of the term, those who did engage were intrinsically motivated and were communicating primarily with an audience outside the community college discourse community. The primary means of engaging in scholarship at this particular college was often social in nature and immediate in result and, as such, it was more in line with what is more commonly understood within academe as professional development, not scholarship. The value of scholarship and scholarly discourse in this case was determined in large part by its ability to improve teaching and learning at the institution. (Contains 91 references.) (NB)

ED 457 907 JC 010 661

Umbach, Paul; Harrell, Sally
Biennial Transfer Student Report, 1994/1995 and 1995/1996 Academic Years.
PUB DATE- 98
NOTE- 26p.; Produced by the Office of Student Outcomes Assessment. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Outcomes Assessment; *College Transfer Students; *Community Colleges; Higher Education; Two Year Colleges

Education; Mathematics Skills; Minimum Competency Testing; Reading Skills; Science Process Skills; *Skill Development; *Student Evaluation; Thinking Skills; Two Year Colleges; Writing Skills

IDENTIFIERS- *College of DuPage IL

This report discusses the results of the College Assessment of Academic Proficiency (CAAP) at the College of DuPage (Illinois). The CAAP is a national exam that assesses general learning in six areas: critical thinking, science reasoning, writing skills, essay writing, reading, and mathematics. Based on data from a total of 3,322 students tested between 1999 and 2001, results include: (1) entering first-year students at DuPage are significantly below four-year public college freshmen in reading skills, mathematics skills, science reasoning, and writing skills; (2) DuPage sophomores' mathematics averages significantly exceed the two-year public college norms; (3) completing sophomores are similar to other two-year public college sophomores in their writing skills, but still significantly lower than their four-year public college sophomore colleagues; (4) DuPage's students are functioning at levels similar to two-year freshmen and sophomores, but below the four-year public college level in essay-writing skills; (5) the critical-thinking skills of DuPage students, while similar to both entering first-year students and completing sophomores to their two-year public college colleagues, do not change significantly over their studies; and (6) DuPage students perform significantly lower in their science reasoning skills than four-year public college students, but, like most of the other skills, their abilities in science reasoning improve during their tenure at DuPage. (Contains 40 tables.) (EMH)

ED 457 927 JC 010 684

Accountability and Productivity in the Illinois Community College System, Fiscal Year 2001.

PUB DATE- 01

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accountability; *Community Colleges; *Educational Assessment; Enrollment; Institutional Characteristics; *Program Evaluation; Two Year Colleges

IDENTIFIERS- *Illinois Community College System

This report summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their accountability/program review reports for fiscal year 2001. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns. Highlights include: (1) college reports provided evidence that the colleges' overall program review processes support the development and continuous improvement of programs and services offered to the citizens of Illinois; (2) colleges reported that their program reviews include, and often exceed, the basic indicators and requirements; (3) the Performance-Based Incentive System was funded at $2 million for fiscal year 2001; (4) during fiscal year 2001, colleges reviewed a total of 162 academic disciplines, 70 adult and developmental and English-as-a-Second-Language programs, and 680 occupational programs; (5) the reviews of academic disciplines indicated adequate need and

Developmental Education: Heartland Community College for "Course Selection Guides for Developmental Students." Section 4 includes the program that was given the award for Exemplary Initiatives in External Partnerships and Collaboration: Panola College for "Internet Partnership." Section 5 includes the two programs that were given the award for Exemplary Initiatives in Alternative Delivery: Prince George's Community College for "Online Express" and Triton College for "Triton College's Undergraduate Center." Edited versions of all other entries in each category are included in each section. (NB)

ED 457 947 JC 010 708

Kruger, Larry A.
An Analysis of the Costs and Savings of the Concurrent Enrollment Program at Salt Lake Community College.
PUB DATE- 00
NOTE- 266p.; Doctoral Dissertation, to Brigham Young University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Cost Effectiveness; Credit Courses; High School Students; Noncredit Courses; *Program Evaluation; Two Year Colleges
IDENTIFIERS- *Concurrent Enrollment; *Salt Lake Community College UT

The Salt Lake Community College (SLCC) (Utah) implemented a concurrent enrollment program in the 1989-90 academic year that provides high school students with an opportunity to enroll in college-level courses and receive college and high school credit. This study evaluated enrollment data for students who had completed concurrent enrollment courses and graduated from SLCC to determine which courses counted and which did not count toward graduation. Those data were then used to calculate the extent of cost savings to students who successfully completed concurrent enrollment courses through SLCC and savings, if any, to the State of Utah. Three general conclusions resulted from this study: First, students who participated in SLCC's concurrent enrollment program saved money. Second, students also experienced time savings through participation in the college's concurrent enrollment program. However, even with the benefits of concurrent enrollment, participating students need to enroll in more concurrent enrollment courses so that cost and time savings may be increased. Third, the State of Utah's concurrent enrollment program as implemented at SLCC provided potential cost savings to the State of Utah. (Contains 17 tables, 8 figures, 128 references, and 7 appendices. (KP)

ED 457 948 JC 010 709

Chatman, Steve
Take the Community College Route to a Selective Public University Degree. Student Affairs Research & Information. AIR 2001 Annual Forum Paper.
PUB DATE- 01
NOTE- 27p.; Paper presented at Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission (School); *Articulation (Education); Bachelors Degrees; *College Transfer Students; *Community

community, increasing skills and quality in the service areas, and creating a community in which organizations see themselves as members of a local team. The user's guide provides general information and discussion points for training, and suggestions on how to use the materials to develop or expand collaborative partnerships with public and private agencies in the community and at the state and national levels. The guide contains the following sections: "Introduction"; "Overview of the 'Nurturing the Promise' Materials"; "Using the 'Nurturing the Promise' Materials"; and "Related Training Resources." The brochure provides a general introduction to Head Start and the Program Performance Standards and includes the address and phone number of each regional office, and the American Indian Program Branch and Migrant Program Branch. The accompanying wall chart is designed to reinforce the performance standards and serves as a quick reference tool to the standard content. Transparencies are included to support training on implementing the performance standards and contain an introduction to the standards, a table of contents, the contents of each section, major topics in each section, and relevant cross-references. The videotape illustrates the comprehensive approach and key principles of Head Start. It is designed to encourage a discussion on the opportunities and challenges in implementing the revised Head Start Performance Standards and features four stories of Head Start children, families, staff, and communities working together. (KB)

ED 457 967 PS 029 792

Gorrell, Jeffrey; Hwang, Young Suk; Chung, Kap Soon
A Comparison of Self-Regulated Problem-Solving Awareness of American and Korean Children.
PUB DATE- 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; Comparative Analysis; Cross Cultural Studies; Cultural Differences; Foreign Countries; *Metacognition; *Problem Solving; *Social Cognition
IDENTIFIERS- *Self Regulation; South Korea; United States

As part of a cross-cultural investigation of self-regulated learning, this study investigated American and South Korean children's knowledge of appropriate self-regulation in a variety of settings. Participating in the study were 120 South Korean and 95 American children, nearly equally divided between males and females in each of 3 grades--first, third, and fifth. Children were presented with 20 hypothetical situations highlighting self-regulation issues related to problem solving within and outside the classroom. Six personal self-regulation questions followed. Two raters separately coded children's responses into five categories: no strategy, direct effort, active practice, help from others, and other strategies. Results indicated that Korean children had higher self-regulation scores on non-school-based problems than American children, whereas American children had higher self-regulation scores on school-based problems than did Korean children. Third and fifth graders had higher self-regulation scores than first graders. Cultural differences were evident in the type of strategies selected for problem solving. Grade differences support a developmental trend in metacognition for older

Parenthood; Economic Status; Elementary Secondary Education; Incidence; Infant Mortality; Infants; Lunch Programs; Mortality Rate; Poverty; Prenatal Care; *Social Indicators; Standardized Tests; State Surveys; Statistical Surveys; Suicide; Tables (Data); *Trend Analysis; Violence; *Well Being; Youth Problems

IDENTIFIERS- Child Mortality; *Georgia; *Indicators

This Kids Count factbook examines statewide and county trends in the well-being of Georgia's children. The statistical portrait is based on indicators in five domains: family and community, economic well-being, health, education, and safety and security. The 21 indicators of well-being are: (1) child population; (2) public school enrollment; (3) families starting at risk of poverty; (4) children in poverty; (5) median household income; (6) students receiving free or reduced school lunch; (7) children in families receiving TANF; (8) children in families receiving food stamps; (9) low birth weight babies; (10) infant mortality; (11) prenatal care; (12) births to teens; (13) repeat births to teens; (14) Iowa Test of Basic Skills scores; (15) high school completions; (16) high school graduates eligible for HOPE scholarships; (17) babies born to mothers with less than 12 years of education; (18) child deaths; (19) teen deaths by accident, homicide, and suicide; (20) child abuse and neglect; and (21) juvenile arrests. The report's findings indicate that progress was made toward improving: poverty rates among children, infant mortality rates, rate of births to teens, math scores on the Iowa Tests, high school completions, rates of child deaths and teen deaths, and incidents of child abuse and neglect. The report's findings also indicate change for the worse in the areas of: families starting at risk of poverty, students eligible to receive free or reduced school lunches, low birthweight babies, some Iowa Test reading scores, and juvenile arrests. The factbook ends with a special report concerning economic development and child well-being. (SD)

ED 457 988 PS 029 829

Haggerty, Joann H.

North Carolina Children's Index, 2000: A Profile of Leading Indicators of the Health and Well-Being of North Carolina's Children.

SPONS. AGENCY- North Carolina General Assembly, Raleigh.; North Carolina State Dept. of Health and Human Services, Raleigh.; Z. Smith Reynolds Foundation, Sapelo Island, GA.; Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 01

NOTE- 486p.; For 1995 edition, see ED 429 689. Color figures may not reproduce well. Also funded through the North Carolina Division of Public Health, Women and Children's Health Section. Joann H. Haggerty lead the project. Production assistance by Jonathan Sher, Annette Plummer, Jane Pinsky, Kirsta Millar, Tom Vitaglione, Lyn Jackson, Paula Wolf, Randi Munns, Jennifer Barksdale, and Shauna Frederick.

LANGUAGE- English

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Support; Child Welfare; *Children; *Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Family Income; Foster Care; Health Insurance; High Schools; Incidence; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems

Studies, Author Studies"; and (6) "Assessing Student Progress and Communicating with Parents." The book's appendices include a developmental reading behavior inventory, a story to be used with the developmental reading test in Chapter 1, a glossary, a topically organized bibliography of literature selections for literacy activities, and professional references. (EV)

ED 458 007 PS 029 851

Little, Thomas S.; Little, Lynn Priest
Looping: Creating Elementary School Communities. Fastback 478.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Classroom Environment; Educational Change; Educational Improvement; Educational Innovation; Educational Practices; Elementary Education; Elementary School Students; *Elementary School Teachers; *Looping (Teachers); *Teacher Student Relationship

Looping, a multi-year teaching assignment whereby a teacher remains with the same group of children for more than one grade, is designed to meet the individual needs of students and improve student learning. This booklet describes the practice of looping in American schools. The booklet details the underlying theories supporting the practice and describes why looping is successful. Information is also provided on implementing looping, including developing an interest group, finding a core of teachers, introducing the concept to parents, and targeting students for inclusion in the looping classrooms. Suggestions are given for successful implementation and warding off potential difficulties. The booklet concludes by noting that the practice of looping is increasing as one of the many options with immense benefits to students. (Five appendices include sample surveys for teachers and students and sample letters for parents. Contains 14 resources.) (KB)

ED 458 008 PS 029 852

Van Scoter, Judy; Ellis, Debbie; Railsback, Jennifer
Technology in Early Childhood Education: Finding the Balance. By Request....
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Computer Uses in Education; *Early Childhood Education; Educational Technology; Program Descriptions; Research; Young Children

This booklet is the seventeenth in a series addressing current educational concerns. The booklet focuses on technology in the early childhood classroom, discussing technology and child development, technology in the curriculum, and technology-related inequities. The booklet includes a discussion of and Corley); (13) "Cognitive Development, Cognitive Abilities, and Modularity" (Fulker and Plomin); (14) "Experimental Assessment of Specific Cognitive Abilities during the Second Year of Life" (Wilson and others); (15) "Continuity and Change in General Cognitive Ability from 14 to 36 Months" (Cherny and others); (16) "Language and Cognition" (Young and others); (17) "Context and Specificity of Individual Differences and Their Origins" (Emde); (18) "Mothers' Perceptions of Differential Treatment of Infant Twins" (McGuire and Roch-Levecq); (19) "Relationship Context as a Moderator of Sources of Individual Differences in Empathic Development" (Robinson, Zahn-Waxler, and Emde); (20) "The Development of Observed Shyness from 14 to 20 Months: Shyness in Context" (Cherny and others); (21) "Perinatal Effects on General Cognitive Ability, Weight, Height and Temperament" (Martin and Hershberger); (22) "Height, Weight, and Body Mass Index" (Chambers and others); (23) "Temperament, Mental Development, and Language in the Transition from Infancy to Early Childhood" (Kubicek, Emde, and Schmitz); (24) "Early Predictors of Problem Behavior at Age Four" (Schmitz and others); and (25) "An Experiment in Collaborative Science" (Plomin and others). Each chapter contains references. (KB)

ED 458 026 PS 029 875

Taylor, Ronald D., Ed.; Wang, Margaret C., Ed.
Resilience across Contexts: Family, Work, Culture, and Community.
PUB DATE- 00
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Adolescents; Asian Americans; Black Family; Black Youth; *Children; Context Effect; Cultural Influences; Day Care; Divorce; Economic Factors; Employed Parents; Employment; Family Life; Family Structure; Fathers; Hispanic American Students; Immigrants; Mothers; Parent Child Relationship; Parents; *Personality Development; *Resilience (Personality); Social Influences; Stress Variables; *Well Being
IDENTIFIERS- Family Functioning

Noting that much is known from research and practice regarding what works to promote resilience of children and families in a variety of high-risk life situations, this book considers the impact of culture, economy, employment, poverty, family structure, and social policy on parenting, child development, education, and the life success of youth. The chapters are: (1) "The Well-Being of Children in a Changing Economy: Time for a New Social Contract in America" (Leslie S. Gallay and Constance A. Flanagan); (2) "Stressful Experiences and the Psychological Functioning of African-American and Puerto Rican Families and Adolescents" (Ronald D. Taylor and others); (3) "The Economic and Psychological Dynamics of Nonresident Paternal Involvement" (Paul Florsheim); (4) "Another Look at the Elephant: Child Care in the Nineties" (Deborah Lowe Vandell, Kim Dadisman, and Kathleen Gallagher); (5) "Maternal Employment Influences on Early Adolescent Development: A Contextual View" (Jacqueline V. Lerner and E. Ree Noh); (6) "Maternal Employment: Effects of Social Context" (Lois Wladis Hoffman); (7) "The Impact of Divorce on Adjustment during Adolescence" (Christy M. Buchanan); (8) "The Myths and Realities of African-American Fatherhood" (Edmund W. Gordon); (9) "Make Room for Daddy II: The Positive Effects of Fathers' Role in Adolescent

Although pretend play has long been part of the early childhood curriculum, recent emphasis on accountability in education seems to have led to a decline in the general understanding of the contribution that high-quality play can make to children's cognitive development in the early years. This digest defines the cluster of concepts related to pretend play and cognition, briefly synthesizes the latest research on the role of pretend play in children's social and linguistic competence, and discusses challenges and policy directions suggested by these research findings. (Contains 12 references.) (KB)

ED 458 046 PS 029 940

Schweinhart, Lawrence J.
Recent Evidence on Preschool Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Quality; Family Literacy; *Outcomes of Education; Poverty; *Preschool Education; *Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- Carolina Abecedarian Project NC; Chicago Child Parent Centers IL; Early Head Start; ERIC Digests; Even Start; Project Head Start; Smart Start NC

Noting that growing evidence indicates that high-quality preschool child development programs contribute to the short and long-term development of children living in poverty, this digest summarizes recently reported experimental and quasi-experimental studies of Head Start and similar programs. Recently reported experimental studies include those of the Head Start Comprehensive Child Development Program, the Early Head Start program, the Even Start Family Literacy Program, and the Carolina Abecedarian Project. Quasi-experimental studies include the Head Start FACES project as well as studies of North Carolina's Smart Start program, Head Start, and the Chicago Child-Parent Centers. Findings of short-term studies question the value of case management as part of early childhood programs, provide guarded support for infant-toddler programs, and report that programs for 4-year-olds contribute to children's readiness to enter school and remain on grade. Long-term studies have found evidence of good preschool programs improving high school graduation rates and reducing the criminal activity of certain categories of participants. (Contains 16 references.) (KB)

ED 458 047 PS 029 960

Patten, Peggy; Robertson, Anne S.
Enfoque en las horas despues del dia en escuela para la prevencion de violencia (Focus on After-School Time for Violence Prevention). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; For English version, see ED 455 975.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

of the natural and social environment that our species has been biologically wired to expect. These features include a place to explore and come to know intimately, resources related to basic needs, a chance to develop skills through play, and growing involvement with a community that needs those skills and that will use myth and lore to teach the relationship between nature and culture. This ecology of childhood as it was meant to be is contrasted with the environment that has supplanted it and led to children and teenagers alienated from the natural world and their families. (Contains an index.) (Author/SV)

ED 458 065 RC 023 201

Urquiola, Miguel
Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Elementary Schools; Enrollment; Foreign Countries; Grade 3; Primary Education; *Rural Schools; Small Schools; *Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- *Bolivia

Although great interest surrounds class size as a policy instrument, inferences on its effects are controversial. Recent work highlights a particular way to consider the endogeneity issues that affect this variable: class size is often correlated with enrollment, which in turn may be related to socioeconomic status (SES). This paper shows why such correlations may be prevalent in developing countries and that they are indeed a relevant feature in Bolivia. These correlations may partially account for why conventional cross-sectional analyses suggest that larger classes have no effect on or even may raise test scores. The endogeneity issues were addressed through two empirical strategies emerging from institutional arrangements that determine pupil/teacher ratios in rural Bolivia. The first approach exploits a teacher allocation practice that allows schools having classes with more than 30 students to apply for an additional teacher. In these circumstances, enrollment and class size are not "smoothly" related, and their effects may be disentangled. The second strategy considers only remote rural schools with less than 30 students and a single class per grade. In such cases, the enrollment/SES correlations that cause bias are less significant. Analyses focused on grade 3 data. Results of all variations of the research strategies suggest that class size has a negative, significant impact on standardized test scores. (Contains 29 references and 18 statistical figures and data tables.) (SV)

ED 458 066 RC 023 202

Campbell, Duncan, Ed.
Partnerships: An Alternative Development Strategy. Inter-American Foundation 2000 in Review, October 1, 1999 to September 30, 2000.
PUB DATE- 00
NOTE- 69p.; Photographs may not reproduce adequately. For the 1999 review, see ED 443 624.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; *Mathematics Education

This annual listing of research in mathematics education contains annotated citations of research papers and monographs dated 1998 and abstracted for the ERIC database. Journal articles focusing on the interpretation and implications of mathematics education research are also featured. An index of dissertations by institution and a list of journals searched are included. (MM)

ED 458 086 SE 064 381

Glas, Gregorio Oscar; Denazis, Julia; Speltini, Cristina
Engineering Education from the Standpoint of Curricular Structure and the Challenges of the End of the Century.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Cross Cultural Studies; *Curriculum Evaluation; *Engineering Education; Higher Education; Science Education

This study sets out the institutional educational project for undergraduate students. At the same time, the authors have tried to adapt the current study programs to the extraordinary scientific and technological development in the second half of the 20th century. The paper tries to integrate various sources. Written documents and the structure of the Undergraduate Curriculum of Universities in some European countries have also included the opinions given by graduates, professors and professional people related to engineering. The authors have chosen different points to be taken into account through the analysis of the Undergraduate Curriculum. These points comprise the following: length of the engineering studies courses, credit-designed curriculum and the criteria to assign those credits, cycle division, distribution of subjects and akin activities in the Curricular Structure, Thesis in Engineering, the responsibility of connecting the student to the social situation, and the characteristics of their degrees and teaching methods. All these points have been taken into account to make a proposal to adapt the current syllabus to the social demands and production challenges. The conclusions of the paper are a synthesis of the different perspectives and the authors' views, which are not only open-ended but also try to foster an unpostponable debate about the teaching of engineering in a complex and changing world. (Contains 11 references.) (SAH)

ED 458 087 SE 064 595

Craddock, James N.
Experiences with Teaching Basic Statistics in an Introduction to Civil Engineering Class.
PUB DATE- 98
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

commonalities across countries are discussed. (YDS)

ED 458 110 SE 065 249

So What's a Toxic Waste Site? Kids for Saving Earth News. Action Program #16.
SPONS. AGENCY- Agency for Toxic Substances and Disease Registry (DHHS/PHS), Atlanta, GA.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Education; *Environmental Education; *Hazardous Materials; Health Education; *Pollution; *Science Activities; *Wastes

This document provides ideas for activities on toxic waste sites. A toxic tour around the home accompanied by an adult is recommended to discover items that are dangerous for humans and the earth. Activities on understanding forests, pollution problems, recycling, and prevention of pollution for a healthy planet is included. (YDS)

ED 458 111 SE 065 251

Today's Students, Tomorrow's Citizens: Pathways for Learning, Mathematics. Alabama High School Graduation Exam.
PUB DATE- 99
NOTE- 330p.; For the science pathways for learning, see SE 065 252.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Graduation Requirements; High Schools; *Mathematics Activities; *Mathematics Instruction; Minimum Competency Testing; State Standards; *Tests
IDENTIFIERS- *Alabama; *Alabama High School Graduation Examination

This document is designed to assist classroom teachers in preparing students to successfully complete the Alabama High School Graduation Exam (AHSGE). It consists of activities that are correlated with the Alabama Course of Study: Mathematics, Bulletin 1997, No. 4, and Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for the Alabama High School Graduation Exam, Bulletin 1997, No. 16. Activities include: (1) "Apply order of operations"; (2) "Add and subtract polynomials"; (3) "Multiply polynomials"; (4) "Factor polynomials"; (5) "Solve multi-step equations of first degree"; (6) "Solve quadratic equations that are factorable"; (7) "Solve systems of two linear equations"; (8) "Solve multi-step inequalities of first degree"; (9) "Identify functions"; (10) "Find the range of functions when given the domain"; (11) "Find the perimeter, circumference, area, or volume of geometric figures"; (12) "Find the distance, midpoint, or slope of line segments when given two points"; (13) "Graph or identify graphs of linear equations"; (14) "Graph lines given certain conditions"; (15) "Determine solution sets of inequalities"; (16) "Identify graphs of common relations"; (17) "Translate verbal or symbolic information into algebraic expressions, or identify equations or inequalities that represent graphs or problem situations"; (18) "Apply properties

PUB DATE- 99
NOTE- 32p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 307-312.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Astronomy; Elementary Education; Lesson Plans; Mathematics Activities; *Mathematics Instruction; *Measurement; Science and Society; *Science Education; Space Sciences; *Technology Education

This teaching unit is designed to help students in grades 4-8 explore the concept of measurement in the context of aeronautics. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a storyline presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The story line for this unit is students exploring the concept of measurement and the tools used in measuring while learning what and how engineers and scientists use measurement during the process of developing, designing, and testing airplanes. (MM)

ED 458 136 SE 065 307

The Measurement of All Things: Atmospheric Detectives. NASA Connect: Program 2 in the 1999-2000 Series.
PUB DATE- 99
NOTE- 18p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 306-312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Lesson Plans; Mathematics Activities; *Mathematics Instruction; *Measurement; Science and Society; *Science Education; Space Sciences; *Technology Education; Temperature
IDENTIFIERS- *Atmospheres

This teaching unit is designed to help students in grades 4-8 explore the concept of measurement in the context of the earth's atmosphere. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a story line presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The storyline for this unit is students learning how scientists use satellites, lasers, optical detectors, and wavelengths of light to measure the presence of certain gaseous elements, compounds, and aerosols in the earth's atmosphere. (MM)

ED 458 137 SE 065 308

Geometry of Exploration: Water below the Surface of Mars? NASA

ED 458 160 SO 033 036

Arts Education.
PUB DATE- 00
NOTE- 4p.; Theme issue. Published monthly. Publication of the Policy Information Clearinghouse.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Educational Cooperation; *Educational Policy; Elementary Secondary Education; *Fine Arts; State Action; *Student Development; *Student Participation
IDENTIFIERS- Florida; Kentucky; Maryland; Ohio; *State Initiatives

A renewed emphasis on arts education has come after a period of neglect during the 1980s and early 1990s when the arts were often slighted as school budgets grew tight and as educational priorities shifted to the basic academic subjects. Recently, results of several research studies have confirmed the advantages of student participation in arts education, according to the Arts Education Partnership. Today, there are many local and even some state initiatives that are true exemplars of the best that arts education can offer. But with the continuing focus on standards in the core academic subjects, some see little room for the arts. This policy update explains several issues to consider when advocating arts education: impact of the standards and assessments movement on arts education; alignment of standards and credit hour requirements; teacher training; equity; and partnerships. The policy update singles out two states, Maryland and Ohio, which are working to involve arts education in their efforts to bridge the gap between K-12 and higher education. It comments on two other states, Kentucky and Florida, which have created collaborative programs to engage arts resources in youth development. (BT)

ED 458 161 SO 033 055

Hahn, Carole L.
Civic Knowledge, Attitudes, and Experiences of Ninth Graders in the United States: Results from the IEA Civic Education Study. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; *Democracy; *Democratic Values; Grade 9; High Schools; *Political Attitudes; Social Studies; *Student Attitudes; Student Evaluation; Student Surveys
IDENTIFIERS- ERIC Digests; *International Assn Evaluation Educ Achievement

What do ninth grade students in the United States know about democracy and democratic principles? What attitudes do they have toward civic issues? What experiences have they had in democratic participation and how engaged do they expect to be in the political arena as adults? How do youth in the United States compare with their peers in other nations on indicators of civic knowledge and engagement? Those questions and others is highly significant even after controlling for changes in other relevant variables, such as age, economic sector, region, and labor market status. The increase in earnings inequality, however, does not appear to be the result of a worsening in the distribution of education, although the income profile, which is related to the returns to schooling, has become much steeper. This means that the shift in demand toward high-skilled labor has not been matched by an increase in supply. The probable reason is that the Mexican economy's increased openness has facilitated the transmission of skill-biased technological change. (Contains 21 tables, 33 notes, 3 annexes, and 51 references.) (Author/BT)

ED 458 184 SO 033 114

Gormley, Kevin J.
Education for the Future: Participatory Research as a Link between Non-Formal Adult Education and Community Development in Brazil.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (44th, San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Community Development; Comparative Education; *Developing Nations; Disadvantaged; *Educational Development; Educational Trends; Field Studies; Foreign Countries; Futures (of Society); *Nonformal Education; *Participatory Research; *Research Methodology
IDENTIFIERS- *Brazil (Northeast); Development Education

Since the mid-1970s, participatory research (PR) has provided an alternative approach to those development systems that rely on outside experts and implement predetermined solutions. PR empowers disadvantaged people by recognizing them as co-researchers working together to gather information and implement solutions to their problems. This paper provides a detailed definition of participatory research, outlines the process involved in conducting such research, and presents the application of this information in the context of a PR study conducted in northeastern Brazil. The study evaluated whether a PR study could fulfill its practical and theoretical goals when applied to an educational development project in an urban, low-income community of northeastern Brazil. Consequently, the research team raised three questions: How should this community define its educational needs?; How should it strive to locate resources associated with the previously defined needs?; and How should this initiative continue after the facilitator's departure? By addressing these questions over a 10-month period, the research participants struggled together in an effort to identify the community's assets, to evaluate its liabilities, and to construct processes that would lead to educational improvements in the area. Practical results for the community included a collection of educational necessities in the area, the documentation of plans to address these needs, a list of skilled people and agencies willing to help implement the plans, and training in the skills needed to facilitate such activities. Theoretical contributions included the development of a taxonomy of participation, additional details of PR methods, and ideas for post-fieldwork analysis. Contains 5 notes, 4 figures, 1 table, and 22 references and additional resources. (Author/BT) function, quality of artifact selection, intellectual elegance, depth of reflection, and completeness. Periodic self-review is also encouraged. Data collected over the three semesters indicate that comprehensive training (for students and faculty) related to portfolio construction is a key factor in reducing anxiety and frustration in compiling and evaluating web-based interactive portfolios. The data show that lack of information or understanding regarding the development of electronic portfolios presents an obstacle to candidates' constructive efforts toward building a portfolio. Informing candidates early and often of requirements and expectations for portfolio construction contributes to candidate success. (Contains 10 references.) (SM)

ED 458 203 SP 040 335

Aldrich, Jennifer
Early Childhood Teaching Experiences in Urban Charter Schools.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Missouri Unit Association of Teacher Educators (Fulton, MO, October 13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Consciousness Raising; *Cultural Awareness; *Diversity (Student); *Early Childhood Education; *Field Experience Programs; Higher Education; Kindergarten; Student Teacher Attitudes; Student Teachers; Student Teaching; *Urban Schools
IDENTIFIERS- Central Missouri State University

Central Missouri State University faculty forged partnerships with teachers in urban charter schools in Kansas City in an effort to ensure that early childhood teacher candidates' field experiences would take place in school environments with diverse populations of students. During the spring 2001 semester, early childhood teacher candidates were required to spend at least 2 days in an urban charter school kindergarten class with diverse students. Teacher candidates observed in the classroom, then worked with a partner to create an appropriate lesson to teach a small group of students. Candidates reflected on their first experience at the charter school via an electronic bulletin board. Next, they responded to points and concerns raised by fellow classmates. Overall, they were shocked and amazed by the unfamiliarity of what they saw in the charter schools during their first visit. At the end of the semester, after they had taught a lesson to the kindergarten students, they reflected again on their teaching experience and compared their first and final reflections. Their responses were generally positive. Many had not wanted to return initially but were eventually glad that they did. (SM)

ED 458 204 SP 040 336

Parsad, Basmat; Lewis, Laurie; Farris, Elizabeth
Teacher Preparation and Professional Development: 2000. E.D. Tabs.
PUB DATE- 01
NOTE- 78p.; Project officer: Bernard Greene.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Students; *School Districts; Secondary Education; Secondary School Students; Sex Differences; Tables (Data); Whites
IDENTIFIERS- *Arizona

This study addresses Arizona dropout rates for individual schools, school districts, counties, and the state categorized by grade, gender, and ethnicity. In addition, the data include actual student enrollment and dropout counts. Dropout rates are reported for grades 7 through 12 based on a calendar year that begins the first day of summer recess and ends the last day of school. Because Arizona law allows districts 5 years to amend their data, enrollment data reported by districts may not necessarily agree with the enrollment data reported. The total statewide student enrollment for the academic year 1999-2000 was 366,000 students in grades 7 through 12, including those students in upgraded high school classes. Of those students, 30,545 dropped out by the end of the school year, resulting in a statewide dropout rate of 8.3%. When compared to dropout rates from previous years, this rate does not represent significant change. Males were more likely to drop out than females, and American Indians had the highest dropout rate of any ethnic group, followed by Hispanic American students. Appendixes discuss the comparability of Arizona rates to those of other states, and provide high school and elementary school cross references for school data. (SLD)

ED 458 223 TM 033 376

Statistical Profile: Public Schools of North Carolina, 2001.
PUB DATE- 01
NOTE- 359p.; For the 2000 Statistical Profile, see ED 447 175.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Enrollment; High School Graduates; Profiles; *Public Schools; School Personnel; *School Statistics; *Student Characteristics; Tables (Data)
IDENTIFIERS- *North Carolina

This profile, the 27th in a series initiated in 1975, is a collection of statistical information about North Carolina's elementary and secondary schools. The purpose of this book is to provide general statistical data to the public, professional educators, and the North Carolina General Assembly. Tables with statewide data are presented in part 1 for: (1) pupil accounting; (2) nonpromotion rate by grade; (3) projected final average daily membership; (4) exceptional pupils; (5) pupil membership by race and gender; (6) high school graduates' intentions; (7) projections of high school graduates; and (8) public school dropout and retention data. Part 2 contains data on pupil accounting, high school graduate intentions, public school personnel, and current expense expenditures for each local school system. Part 3 provides pupil accounting and financial data for the charter schools. (Contains 42 tables.) (SLD)

ED 458 224 TM 033 384

State Report Appendix: Arizona Student Achievement Program, Spring 2001. Individual Percentile Rank Scores by School, District, County and State, Grades 1 through 9. Stanford Achievement Test, Ninth Edition.
PUB DATE- 01

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; Foreign Countries; *High School Students; High Schools; Reading Comprehension; *Reading Tests; *Test Items
IDENTIFIERS- *Item Dependence; Korea; Passage Dependency; *Q Index; Testlets

This paper reports the results of an analysis of a reading comprehension test using the Q subscript 3 (Q3) statistics developed by W. Yen (1984). Yen's Q3 can be a useful tool for examining local item dependence in the context of a reading comprehension test in which a set of related items is followed by a reading passage. Q3 is basically a pairwise index of local dependence, an interitem correlation of residuals that are obtained by subtracting theta-predicted scores from raw scores. This study reports the results of a Q3 analysis of a 40-item reading comprehension test taken by 1,857 English-as-a-Foreign Language high school students in Korea. Average interitem correlations of raw score and residuals within "passages" and "item types" were computed and compared to the grand mean of Q3 among all item pairs. Factor analysis were also conducted both on matrices of interitem correlations of raw scores and residuals. A considerable amount of local dependence was found to exist among items within passages, but no sizeable evidence of local dependence was found among items within item types. Factor analysis also confirmed this finding by successfully identifying passage-related factors in residuals. These results provide support for grouping items based on the passages for testlet analysis. (Contains 9 tables, 5 figures, and 64 references.) (Author/SLD)

ED 458 245 TM 033 406

Luecht, Richard M.
Capturing, Codifying and Scoring Complex Data for Innovative, Computer-Based Items.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Coding; *Computer Assisted Testing; Data Collection; Scaling; *Scoring; *Test Items

The Microsoft Certification Program (MCP) includes many new computer-based item types, based on complex cases involving the Windows 2000 (registered) operating system. This Innovative Item Technology (IIT) has presented challenges beyond traditional psychometric considerations such as capturing and storing the relevant response data from examinees, codifying it, and scoring it. This paper presents an integrated, empirically based data-systems approach to processing complex scoring rules and examinee response data for IIT cases and items, highlighting data management considerations, use of various psychometric analyses to improve the coding and scoring rules, and some of the challenges of scaling the data, using a partial credit item response theory model. Empirical examples from the Microsoft Innovative Item Types project are used to illustrate practical problems and solutions. (Author/SLD)

ED 458 246 TM 033 408

ED 458 265 TM 033 428

Lane, Ginny G.
The Beginner's Guide to the Bootstrap Method of Resampling.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Estimation (Mathematics)
IDENTIFIERS- *Bootstrap Methods; *Resampling Techniques; Research Replication

The bootstrap method of resampling can be useful in estimating the replicability of study results. The bootstrap procedure creates a mock population from a given sample of data from which multiple samples are then drawn. The method extends the usefulness of the jackknife procedure as it allows for computation of a given statistic across a maximal number of fluctuations in the original sample from which the bootstrap data are based. A sample set of data is used to demonstrate the bootstrap procedure for a univariate multiple regression analysis. (Contains 1 figure, 2 tables, and 16 references.) (Author/SLD)

ED 458 266 TM 033 429

Yu, Chong Ho
Developing Data Systems To Support the Analysis and Development of Large-Scale, On-Line Assessment.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Data Processing; Databases; *Online Systems
IDENTIFIERS- *Large Scale Assessment

Today many data warehousing systems are data rich, but information poor. Extracting useful information from an ocean of data to support administrative, policy, and instructional decisions becomes a major challenge to both database designers and measurement specialists. This paper focuses on the development of a data processing system that integrates multiple types of analyses to support the maintenance and further development of a large-scale online assessment efficiently. An automation package has been developed that involves three components of data processing using a Perl script as the master program: (1) data parsing through Perl; (2) data analysis with Iteman, Winsteps, Bilog/Bilog MG, LISREL, and the Statistical Analysis System (SAS); (3) data presentation through Xlisp-Stat/DataDesk, Web page generation. With this online and automated system, content experts could examine the psychometric attributes of test items in a more efficient manner. (Contains 6 figures and 12 references.)

students' average score. Few changes were seen in the percentages of students at the three achievement levels (Basic, Proficient, and Advanced). The 2000 science assessment also collected data for fourth and eighth graders who attended public schools in states and jurisdictions that agreed to participate. The NAEP also studies the performance of various subgroups of students. For most racial and ethnic groups, average scores in 2000 were not significantly different from those in 1996, although scores for American Indians at grade 8 and White students at grade 12 declined. A higher percentage of White and Asian/Pacific Islanders were at or above Basic and Proficient levels than were students from other racial/ethnic groups. Few changes were evident in the percentage of males and females at or above the Proficient level, but there were higher levels of males at or above "Proficient" at all three grades, and higher percentages of males at or above "Basic" at grades 4 and 8. The NAEP also reports some information about the school context of participating students. This document also contains some sample questions from the science assessments. (SLD)

ED 458 286   TM 033 450

Alaska High School Graduation Qualifying Examination Booklet.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Achievement Tests; Educational Change; *Graduation Requirements; *High School Students; High Schools; Test Construction; Test Items; *Test Use
IDENTIFIERS- *Alaska; *Exit Examinations; Reform Efforts

This booklet is an explanation of what the Alaska High School Graduation Qualifying Examination means to Alaskans and how it fits into a larger school accountability reform initiative. The high school class of 2002 is the first group of students who will need to pass the High School Graduation Qualifying Examination to receive a high school diploma. Those who do not pass the examination will receive only a certificate of attendance. This booklet contains: (1) an overview of the examination; (20 frequently asked questions, with answers; and (3) sample test questions for reading, writing, and mathematics. The assessment timeline is also included. (SLD)

ED 458 287   TM 033 451

Popham, W. James
The Truth about Testing: An Educator's Call to Action.
PUB DATE- 01
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; Educational Change; Elementary Secondary Education; *High Stakes Tests; *Standardized Tests; *Test Use; *Testing Problems
IDENTIFIERS- Reform Efforts

This book explores the serious destructive consequences of today's testing programs using actual test items to show what tests really measure and why they should not be used to evaluate school quality or teacher ability. The book also proposes more meaningful ways to assess students and to meet

University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Studies; *Educational Research; Educational Theories; *Research Methodology

This book offers insights into the case study as a tool for educational research and suggests how it can be a prime research strategy for developing educational theory. The discussion takes readers through the stages of conducting case study research. The chapters of Part 1, "Reconstruction of Educational Case Study," are: (1) "Why Educational Case Study Should Be Reconstructed"; (2) "An Example of a Theory-Seeking Case Study Leading to Fuzzy Propositions"; (3) "What Is Case Study?"; (4) "Locating Educational Case Study in the Map of Research in Education"; (5) "How Some Case Study Research Can Be Disseminated through Fuzzy Generalization and Professional Discourse"; (6) "Educational Case Study was a Prime Strategy for Developing Educational Theory Which Illuminates Educational Policy and Enhances Educational Practice"; and (7) "Methods of Enquiry and the Conduct of Case Study Research." Part 2, "Examples of Case Studies," contains: (8) "The Nottinghamshire Staff Development Project 1985-1987: A Story-Telling Case Study about an Evaluation"; (9) "Classroom Organization in Primary Schools: A Story-Telling Case Study about Three Theory-Seeking Case Studies and a Theory-Testing Study"; and (10) "What It Is Like To Be a Student on Final Teaching Practice: A Picture-Drawing Case Study of Fiction Firmly Based on Fact." (Contains 70 references, and an index.) (SLD)

ED 458 308 TM 033 489

Altschuld, James W.; Witkin, Belle Ruth
From Needs Assessment to Action: Transforming Needs into Solution Strategies.
PUB DATE- 00
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Educational Planning; *Needs Assessment; Organizational Development; Problem Solving; *Surveys

This book shows how the results of needs assessments can be transformed into action plans for an organization and discusses the procedures for facilitating that change. The book also contains a detailed glossary of needs assessment terms. The chapters are: (1) "The Need"; (2) "The Three Phases of Needs Assessment: A Closer Look"; (3) "Data-Related Issues and Survey Methods"; (4) "Obtaining Needs Assessment Data in Other Ways and Putting the Data Puzzle Together"; (5) "Setting Needs-Based Priorities"; (6) "From Needs to Solution Strategies"; (7) "Designing Needs-Based Action Plans"; (8) "Multiple- (Mixed-) Methods Needs Assessment"; and (9) "Closing Thoughts." (Contains 22 figures, 11 tables, 134 references, and an index.) (SLD)

ED 458 309 TM 033 491

NOTE- 19p.; Theme issue. For other issues in the series, see UD 034 545-549.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; *Diversity (Student); Elementary Secondary Education; English (Second Language); Enrollment Trends; *Hispanic American Students; Immersion Programs; Limited English Speaking; Literacy Education; Population Trends; Public Education; Second Language Learning; Spanish; Teacher Shortage
IDENTIFIERS- *Indian Americans

This issue, the third in a series on the demographic forces shaping public education in the United States, examines the effect of the influx of Hispanic American and Indian immigrants. The first section, "Una Dia Nuevo for Schools," discusses how schools must adjust as Hispanic immigrants fan out to areas beyond those where they have traditionally settled, noting issues to consider when educating limited English speaking students and discussing various approaches (transitional bilingual education, immersion programs, English as a Second Language programs, and two-way bilingual education programs). It also discusses the need for literacy education and notes recent problems related to teacher shortage. The second section, "A Bilingual Day in the Life," follows one Dominican American high school student, examining his move from bilingual to English only courses and his use of Spanish versus English in conversation. The third section, "A Passage from India," explains that India has become one of the United States' largest sources of immigrants and notes that Indian immigrants tend to revere education and to discourage relationships between boys and girls until the children are much older than is standard in the United States. (SM)

ED 458 329 UD 034 548

Keller, Bess
Shades of Gray. 2000 & Beyond: The Changing Face of American Schools.
PUB DATE- 00
NOTE- 16p.; Theme issue. For other issues in the series, see UD 034 545-549.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aging (Individuals); Baby Boomers; Community Involvement; *Educational Finance; Elementary Secondary Education; Older Adults; Older Workers; *Public Education; Retirement; Volunteers; Voting
IDENTIFIERS- Florida

This issue, the fourth in a series on demographic forces shaping U.S. public education, discusses how the aging of the population affects education. The first section, "Shades of Gray," discusses how as the population ages, schools may face tougher competition for public resources, noting how tensions have surfaced in one Florida county. It examines reasons for older Americans' reluctance to pay taxes and impact fees related to education. Some school leaders hope to persuade more retirees to volunteer in the classroom, both to help students and to bolster community support for public schools. Conflict over how to finance public education fairly could become even fiercer in the coming decades as the proportion of elderly residents on fixed incomes climbs in many communities. On any issue, particularly the school funding issue, older voters are and Delwyn Harnisch); "Integrating Mathematics Education Technologies into Teacher Education at the University of Colorado-Boulder" (Jeffrey Hovermill and Michael Meloth); "Teaching Technology with Technology: How One Faculty Member Is Integrating Technology into His Pre-Service Mathematics Methods Classes" (Ken Jensen); "Museums Meeting Schools: Online and Right on the Mark" (James S. Lenze); "Bridging Transformational Geometry and Matrix Algebra with a Spreadsheet-Based Tool Kit" (Anderson Norton and Sergei Abramovich); "Examining Pedagogical Trends within a Graphing Calculator Environment: An Analysis of Pre-Service Teacher Perceptions" (Elliott Ostler and Neal Grandgenett); "System Development and Fundamental Design of Interactive Mathematical CAI System 'MEIKAI'" (Masanori K. Shibata); "Making Sense of Number: A Resource for Pre-Service and In-Service Education" (David K. Thomson and Tony van der Kuyl); "Computer Assisted Mathematics Learning Environment - A Study on the Computer, Math and Human Interaction" (Yu-Mei Wang and others); "Numeracy CD - Whole Number Concepts & Operations. Numeracy II CD - Understanding, Using, & Applying Fractions" (Audrey Zelenski); "Technology and Basic Math Skills" (Yuehua Zhang and Michael Patzer); and "An On-Line Math Problem Solving Program the Stimulates Mathematical Thinking" (Joanne Y. Zhang and Leping Liu). Most papers contain references. (MES)

ED 457 832 IR 020 902

McNeil, Sara, Ed.
New Media. SITE 2001 Section .
PUB DATE- 01
NOTE- 112p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Multimedia Instruction; Multimedia Materials; Postsecondary Education; Teacher Education; Technology Integration; World Wide Web
IDENTIFIERS- Learning Environments; Technology Utilization; *Web Based Instruction

This document contains the following papers on new media from the SITE (Society for Information Technology & Teacher Education) 2001 conference: "Interactive Multimedia Problem-Based Learning: Evaluating Its Use in Pre-Service Teacher Education" (Peter Albion); "Digital Audio Production for the Web" (Jeffrey W. Bauer and Marianne T. Bauer); "Teacher-Developed Video for Classroom Use: The Transition from VCR to Digital Format" (Eugene Borzov); "Tales, Trials, Triumphs, & Trends: The Evolution of a Preservice Multimedia Course" (Thomas A. Drazdowski); "WebSave - Archiving the Web for Scholarly Work" (Christian Gutl and Wilfried Lackner); "iMovie and Educators: The Right Partnership for Making Digital Movies" (Marianne Handler and others); "Creating Multimedia Web Sites in a Flash" (Nanette Hert and Ralph Cafolla); "Using CD-ROM To Guide the Development of Professional Portfolios" (Dennis M. Holt); "Multi-Agent System for Supporting Cooperative Learning" (Lafifi Yacine); "Practice on the Web: A Tool for Learning from Cases" (Carlos Laufer and others); "Middle School Education and CD ROM Technology" (Gregory R. MacKinnon and Joseph Bellefontaine); "Developing a University-Wide Digital Portfolio System for Teacher Education" (Laurie Mullen and others);

Learning Environment: A Workshop Incorporating Technology in Freshman Composition" (Denise C. Camin); "Making Web-Based Instruction More Relevant: Lessons from a Research Study" (Mei Mei Chang, Jim Lehman); "Learning Anytime Anyplace: A Professional Development Certification Model for Distributed Information Security Education" (Doris Choy, Tristan E. Johnson, Melissa J. Dark); "Sense of Community in a Distance Education Program" (Melanie Misanchuk, Bill Dueber); "Guiding Students to Success in Online Courses-The Buck Starts Here" (Gloria Edwards, Mei-Mei Chang); "Learning Communities, On-Line Work, and Diversity Issues n a Small Residential College" (Charles Graessle, Vosjava Muca, Cynthia Noyes, Sophia Wilson); "e-Consultant: Development of Web-based Interactive Databases for IP Based Instructional Tools" (Tristan Johnson, David Wenhao Huang, Rabih Razzouk); "Online Education Does Not Have To Mean A Lonely Learner" (Henry Kelly); "Professional Storytelling Online" (Marcia Rucker Shannon, Daniel Tyger, Mary M. Graiver); "Supporting Group Problem-Solving Online: A Exploratory Study of Computer-Mediated Collaboration" (Amy S. Wu, Rob Farrell, Mark K. Singley); "A User Analysis for Web-based Distance Education" (Byeong-Min Yu, Kyong-Jee Kim, Seak-Zoon Roh); and "The Effect of Different Menu Styles on the User's Perception and Performance on the WWW" (Byeong-Min Yu, Seak-Zoon Roh, Sungwook Han). (AEF)

ED 457 849 IR 021 003

Lenhart, Amanda; Simon, Maya; Graziano, Mike
The Internet and Education: Findings of the Pew Internet & American Life Project.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Computer Uses in Education; Homework; Internet; *School Surveys; Secondary Education; Student Attitudes; Student Projects; Student Research
IDENTIFIERS- Computer Users

Research by the Pew Internet & American Life Project shows that teenagers use the Internet as an essential study aid outside the classroom and that the Internet increasingly has a place inside the classroom. Findings from a survey of 754 youths ages 12-17 conducted November and December 2000 include: 94% who have Internet access say they use the Internet for school research, and 78% say they believe the Internet helps them with schoolwork; 71% say that they used the Internet as the major source for their most recent major school project or report; 41% say they use e-mail and instant messaging to contact teachers or classmates about schoolwork; 34% have downloaded an online study aid; 18% say they know of someone who has used the Internet to cheat on a paper or test; 58% report using Web sites that have been set up specifically for their school or for a particular class; and 17% have created a Web page for a school project. Findings from a survey of 754 of the parents of those youths are: 87% of parents of online teens believe that the Internet helps students with their schoolwork, and 93% believe the Internet helps students learn new things; 55% say the Internet has been a good thing for their children, 6% say it has been a bad thing, and 38% say the Internet has no effect one way or the other on their children; 55% say that it is essential for today's children to learn how to use the Internet in order to be successful, and another 40% believe it is important; and 28% of these parents have used e-mail to

Statistics; Technological Advancement
IDENTIFIERS- *Council on Library and Information Resources; Digital Technology; Technology Integration

The Council on Library and Information Resources (CLIR) brings together experts from around the country and around the world and asks them to turn their intelligence to the problems that libraries, archives, and information organizations face as they integrate digital resources and services into their well established print-based environments. In 2001, the shape and form of the library in the digital age continued to be at the center of work by the CLIR. This document is the annual report (2000-2001) for the Council on Library and Information Resources (CLIR). It begins with acknowledgements, listing of staff and distinguished fellows, a letter from the CLIR Chairman, and a message from the CLIR President. Next, the programs are discussed, including: resources for scholarship; preservation awareness; digital libraries; economics of information; leadership; and international developments. Publications, advisory groups, and grants and contracts are then listed. Financial statements follow, including: independent auditors' report; statement of financial position; statement of activities and changes in net assets; statement of cash flows; notes to financial statements; and schedule of functional expenses. (AEF)

ED 457 867 IR 058 335

Information Strategy for Education and Research, 2000-2004 Implementation Plan.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Development; *Educational Planning; Foreign Countries; Futures (of Society); Information Industry; Information Technology; National Programs; Professional Development; *Research and Development; *Strategic Planning; Training
IDENTIFIERS- *Finland

In the spring of 1999, the Finnish Ministry of Education devised an information strategy for the period of 2000-2004. This is the second of its kind. The first strategy had been devised to steer national information society development in the fields of education and research from 1995 onwards. The new strategy has aroused a great deal of interest in Finland's foreign colleagues. This Implementation Plan outlines several projects that are part of the new information strategy. For each project outlined, a contact person (or persons) with their email address for additional information. The following projects are described: Citizenship Skills in the Information Society; three-step OPE.FI project for training teaching personnel; training for information industry and digital communication professionals; the virtual university; the virtual school; research and development relating to learning environments; content production; information society structures development; and finally, evaluation of the implementation and impact of the new information strategy. (AEF)

ED 457 868 IR 058 336

A Wide Range of Culture and Quality Information Retrieval in the Library: The Salient Points and Proposals in the Finnish

PUB DATE- 00
NOTE- 41p.; For the 1999-2003 Strategic Plan, see ED 437 087.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Administration; *Community Colleges; Economic Factors; Economic Impact; Educational Technology; Enrollment; Enrollment Trends; Information Systems; Labor Force Development; Minority Groups; *Mission Statements; *Organizational Objectives; *Socioeconomic Influences; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Texas

This 2001-2005 strategic plan for Texas Public Community Colleges assesses external as well as internal factors relevant to the role of community colleges in the state. Plan highlights include: (1) between 1995 and 2005, the Texas population is projected to increase by 31%, an annual growth of nearly 2%; (2) the Hispanic population is expected to increase from 30% of the current total population to 40% by 2025; (3) Hispanics and blacks are projected to account for more than 51% of the population by 2025; (4) in 2005, more than 82% of Texas' jobs will be related to the service-producing sector, requiring a technically skilled and multi-language workforce; and (5) state support of administrative and instructional expenses has declined from a high of 61% in 1985 to 39% in 1999. Performance measures include: (1) the rate at which students complete courses attempted; (2) the number and types of degrees and certificates awarded; (3) the number of students or graduates who transfer to or are admitted to a public university; and (4) the racial and ethnic composition of the college's student body. To help align these performance measures with the goals for each community/junior college district, a format for the outcomes, outputs, and explanatory notes is provided. (NB)

ED 457 888 JC 010 637

Running Start: 1999-2000 Annual Progress Report.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annual Reports; *College Programs; College School Cooperation; *Community Colleges; *Followup Studies; Grade Point Average; *High School Students; Outcomes of Education; Success; *Technical Institutes; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Washington

This progress report analyzes the outcomes of the Running Start Program, part of Washington's 1990 "Learning by Choice Law," which was designed to expand educational options for high school students. The program qualified high school juniors and seniors to take college-level classes at the state's community and technical colleges and earn credit concurrently in college and high school. The report finds that the GPA for Running Start students in two-year institutions was about 3.12, while the average for all two-year students was 2.99. The demographic statistics for Running Start for fall 1999 were as follows: (1) 59% female; (2) 15% ethnic minorities; (3) 2% were students with disabilities; and (4) 42% of the students worked part time and 1% worked full time. The University of Washington reported that Running Start students who transferred to the university:

IDENTIFIERS- *Tidewater Community College VA

This report presents information on the academic achievement of students who transferred from Tidewater Community College (TCC) (Virginia) to four-year institutions. Based on student data from 1994-1996, and the results of a transfer survey of students entering four-year institutions in 1995-1996, statistics are provided that include: (1) between 1994 and 1996, 1,476 TCC students transferred to one of the 12 institutions that reported data; (2) approximately 81% of these transfer students attended Old Dominion University (ODU), Christopher Newport University (CNU), or Norfolk State University (NSU); (3) approximately 20% of these students had a grade point average (GPA) of less than 2.0, while 43% had a GPA of 3.0 or greater; (4) the most frequently declared major was interdisciplinary studies (10%), followed closely by psychology and nursing; (5) 92% of the TCC students who applied to these four-year institutions were accepted; (6) only small differences in acceptance rates and average GPAs existed between races; (7) 56% of all transfers from TCC took at least one developmental course; and (8) examination of courses at ODU and CNU revealed only small differences in performance between developmental students (both math and English) and non-developmental students. Appended is the transfer student survey. (EMH)

ED 457 908   JC 010 662

Womack, Nancy H., Comp.
Assessment Plan/Progress Report for Curriculum Outcomes Assessment.
PUB DATE- 01
NOTE- 33p.; Produced by the Assessment Taskforce.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; College Outcomes Assessment; Community Colleges; *Educational Assessment; *Institutional Evaluation; Institutional Mission; *Minimum Competencies; *Organizational Objectives; Program Evaluation; *Scoring Rubrics; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Isothermal Community College NC

This report describes assessment and outcomes at Isothermal Community College (ICC) (North Carolina), focusing on four areas: institutional assessment, program assessment, classroom (course) assessment, and individual student assessment. Competencies and their criteria are outlined and include: (1) communications--upon completion of an associate's degree from ICC, graduates should be able to communicate effectively through writing, reading, speaking, and listening; (2) problem solving--graduates should be able to retrieve and use information to analyze problems and make logical conclusions; (3) interpersonal--graduates should be able to demonstrate positive interpersonal skills through cooperative learning and group interaction; (4) quantitative--graduates should be able to demonstrate basic quantitative skills appropriate to their chosen field of study; and (5) computer--graduates should be able to demonstrate basic computer skills. Assessment rubrics for writing, reading, speaking, listening, problem solving, interpersonal skills, quantitative skills, and computer skills are provided. Assessment goals for 2001-2002 include: (1) making copies of general education assessment criteria available in a variety of forms; (2) revising traditional program review processes to focus on program outcomes cost-effectiveness; (6) the most commonly identified strengths for occupational programs were knowledgeable and experienced faculty, quality internship opportunities, and positive relationships with employers and the community; and (7) the low number of completers in occupational programs remains a concern for most colleges. (KP)

ED 457 928 JC 010 685

Williams, Lillian Hoggard
Faculty and Multicultural Education: An Analysis of the Levels of Curricular Integration within a Community College System.
PUB DATE- 00
NOTE- 165p.; Doctoral Dissertation, College of William and Mary.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; Curriculum Development; *Diversity (Institutional); *Educational Planning; Futures (of Society); *Minority Groups; *Multicultural Education; Nontraditional Students; *Teacher Attitudes; Two Year Colleges

The United States population is projected to increase from 249 million in 1990 to 355 million by 2040, with minorities constituting more than half of the total population and a disproportionately large segment of the workforce. With changing demographics and increasing economic globalization, educational institutions will be confronted with reforming their curricula to meet new societal needs by promoting knowledge and understanding of different cultures. This study's purpose was to determine the levels of multicultural education integrated into the general education courses that are requirements for completion of selected degree programs. Further, it was designed to identify the factors that influenced faculty members to include multicultural education into their courses. Levels of integration of multicultural education were determined from faculty interviews and supported by evidence presented in the syllabi, tests, and handouts. Analysis of the interviews provided the factors that motivate faculty members to infuse their classes with multicultural perspectives. It was concluded that the amount of multiculturalism included in the courses vary from none to considerable and is determined by the faculty member's commitment to achieving pluralism. Factors that motivate inclusion of multicultural perspectives are the disciplines, institutional atmosphere, and personal values of the faculty. (Contains 48 references.) (KP)

ED 457 929 JC 010 686

Follow-Up Study of Fiscal Year 2000 Occupational Program Graduates.
PUB DATE- 01
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; *Employment; Futures (of Society); Graduate Surveys; Job Training; Two Year Colleges; Vocational Education; *Vocational Followup
IDENTIFIERS- *Illinois Community College System

This report is a follow-up study of fiscal year 2000 occupational program graduates of Illinois community colleges. Data for the

Colleges; Cooperative Planning; Higher Education; *Institutional Cooperation; Nontraditional Students; Partnerships in Education; *Universities
IDENTIFIERS- *California

This document, from the University of California, Davis, reports that California's three-tiered higher education system is committed to both open-access and selective admissions. Community college to four-year institution transfer programs are being pressed into service to meet both anticipated population growth and increased demand and to accomplish racially and ethnically diverse access. Research regarding community college attendance for bachelor's degree (BA) aspirants shows that those with high school GPAs above 3.5 achieved a BA at a 75% rate when they began studies at a four-year institution, and at a 37% rate when they started at a community college (Kinnick and Kempner). Tidal Wave 2, the term for the anticipated population growth and increased demand that will affect college enrollment, could increase community college enrollment by 36%. Community college and university presidents in California share the goal of increasing the number of community college students transferring to the University of California (UC) by 50% between 1998-99 and 2005-06. Students with Transfer Articulation Agreements (TAAs), contracts made between the university and community college students that include a prescribed curriculum and a required performance standard, are more likely to enroll in UCs, and are slightly more likely to graduate than other transfers (82% to 80% at UC Davis). (Contains 4 tables, 4 figures, and 35 references.) (NB)

ED 457 949 JC 020 027

Brown-DiThomas, Deborah Sue
Design, Development, and Pilot Testing of a Web-Based Counseling Support Site for a California Community College.
PUB DATE- 99
NOTE- 140p.; Doctoral Dissertation Pepperdine University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Counseling; *Counseling Services; *Educational Technology; Internet; *Program Implementation; Two Year Colleges; *World Wide Web
IDENTIFIERS- *Online Counseling; *Riverside Community College CA

Two trends are currently emerging in California community colleges: (1) the rapid growth of the 'new majority' population of non-traditional, at-risk college students; and (2) the increase in distance education opportunities. These trends are forcing student services departments to discover different ways to meet the needs of students in the new technological environment. This study explored the use of Web-based counseling support services as a possible solution to this problem. The purpose of this study was to design, develop and pilot test a Web-based counseling support site at Riverside Community College (California), which included access to online counseling appointments. Through a collaborative process, counseling staff and online students contributed to the results. Analysis led to the following conclusions: (1) the counseling staff needs further staff development prior to full implementation of online counseling services; (2) the Internet provides a viable avenue for the delivery of student services; (3) the collaborative process demonstrated that involvement of all stakeholders in the development process is successful; (4)

children to have more elaborate and advanced understanding of learning strategies. (Two appendices include the interview questions and description of log-linear analysis techniques. Contains 25 references.) (KB)

ED 457 968 PS 029 799

Gilbert, Jaesook L.
Getting Help from Erikson, Piaget, and Vygotsky: Developing Infant-Toddler Curriculum.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Childhood Education International Conference and Exhibition (Toronto, Canada, April 3-6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Curriculum; *Curriculum Development; Developmental Stages; *Developmentally Appropriate Practices; *Infants; Piagetian Theory; *Theory Practice Relationship; *Toddlers
IDENTIFIERS- Erikson (Erik); Piaget (Jean); Vygotsky (Lev S)

This paper asserts that infant-toddler teachers, like preschool teachers, need to be cognizant of individual children's developmental levels, chronological ages, and general developmental stages, as well as infant-toddler theories and developmentally appropriate practice for infants and toddlers. In that spirit, the paper describes the purpose and general aspects of a developmentally appropriate infant-toddler curriculum. The paper then discusses the relationship between infant-toddler development theories (such as those of Erikson, Piaget, and Vygotsky) and infant-toddler curriculum planning. A list is then provided of general questions for caregivers to use as they create a curriculum plan. The paper's last section provides a reference list of suggested reading on infant-toddler theories, developmental stages, and activities. (Contains 11 references.) (EV)

ED 457 969 PS 029 807

Gauvain, Mary
The Social Context of Cognitive Development. The Guilford Series on Social and Emotional Development.
PUB DATE- 01
NOTE- 238p.; Foreword by Robert S. Siegler.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attention; Children; *Cognitive Development; *Cognitive Processes; *Context Effect; Memory; Parent Influence; Peer Influence; Planning; Problem Solving; Research Needs; Sibling Relationship; Social Cognition; *Social Influences; *Socialization; Theories

Noting that sociocultural approaches to cognitive development provide valuable insights into the influences on learning of relationship and cultural variables, this book discusses recent theory and research on the social context of cognitive development. The book takes the view that the social settings in which children live and grow provide both opportunities and constraints for cognitive development. The book's central purpose is to convey the utility of a social-contextual

IDENTIFIERS- Arrests; *Indicators; *North Carolina; Out of Home Care

This Kids Count report examines statewide trends in the well-being of North Carolina's children. The statistical portrait is based on 20 key indicators of child well-being: (1) infant mortality; (2) low birth weight infants; (3) births to teens; (4) births to mothers with early prenatal care; (5) child deaths; (6) regulated child care enrollment; (7) fourth grade math and reading proficiency; (8) seventh-graders writing at or above grade level; (9) SAT scores and percent of graduating seniors taking test; (10) public school drop outs; (11) per pupil expenditure; (12) reported child abuse and neglect; (13) substantiated child abuse and neglect; (14) children in foster care; (15) admissions to training schools and detention centers; (16) child poverty rate; (17) Temporary Assistance to Needy Families recipients; (18) food stamp recipients; (19) children receiving free/reduced price school meals; and (20) children in publicly subsidized child care. Part 1 of the report explains some of the primary issues surrounding the indicator topics, provides an overview of the statewide findings, and details recommendations related to background health, educational, social, and economic indicators. Part 2, the bulk of the report, offers specific findings for all 100 counties with both tables and special issues highlighted. For each county, one indicator is featured as a "celebration" of its progress and another indicator is identified as a "concern," in which the county needs to make more progress. Population statistics and trend data (typically from 1990 to 1998) are included for each county. Part 3 of the report presents data notes and sources. (KB)

ED 457 989 PS 029 830

County, State and Nation: Trends in the Well-Being of Iowa Children, 1997-1998. Supplement.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 24p.; For the corresponding report, see ED 428 854.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Early Parenthood; High School Graduates; Incidence; Infant Mortality; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Iowa

This Kids Count supplementary report provides county-by-county information for 1997 and 1998 on key indicators of child well-being: (1) infant mortality; (2) low birth weight; (3) births to 16- and 17-year-olds; (4) teen unmarried births; (5) child abuse and neglect; (6) high school graduation; and (7) child poverty. The supplement updates the 17-year trend data provided in "County, State and Nation: Trends in the Well-Being of Iowa Children, 1980-1996." In addition, the supplement discusses statewide trends in child well-being contrasted with general Iowa economic trends and national health goals established for the 21st century in "Healthy People 2000." The supplement concludes by noting that despite economic recovery in the state during this period, indicators of child well-being have not markedly improved and have in many cases worsened. Finally, the supplement provides a listing of special reports and features research and literature, implications for policy and practice, a description of how Northwestern educators are using technology in early childhood classrooms, and selected resources. (Contains 27 references.) (EV)

ED 458 009 PS 029 853

Paige, Rod
Back to School, Moving Forward: What "No Child Left Behind" Means for Parents, Schools and Communities. The 2001 Back to School Address by Rod Paige, U.S. Secretary of Education (Washington, DC, September 4, 2001).
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Change; *Educational Improvement; Educational Policy; *Elementary Secondary Education; Government Role; Homework; *National Standards; Parent School Relationship; *Parent Student Relationship; *Public Policy; Standardized Tests
IDENTIFIERS- Bush Administration 2001

This report presents U.S. Secretary of Education Rod Paige's "back to school" address to the National Press Club on September 4, 2001. Noting that little progress has been made despite $147 billion spent on federal education programs since the Elementary and Secondary Education Act of 1965, the speech discusses the principles of the "No Child Left Behind" policy of the George W. Bush administration. The speech highlights several major points: that when we all work together, we can create a culture in which parents have more educational choices, teachers have more resources, districts have more flexibility, everyone has more information related to accountability, and "no child is left behind"; that Congress can be very productive when bipartisan cooperation predominates and that similar progress can occur in states, school districts, and classrooms when people work together across ideological lines; that schools and school districts must consolidate small categorical programs into larger, more flexible programs that emphasize service delivery; and that parents, taxpayers, community leaders, and state officials need to know which schools are succeeding and which schools are failing. The importance of starting early to enhance student success is discussed. The speech also mentions the need for a systematic review of the Individuals with Disabilities Education Act to examine possibilities for educational reform related to education of children with disabilities. The speech concludes with a challenge to make the educational changes needed to make sure that children learn. (KB)

ED 458 010 PS 029 854

Shumow, Lee
Academic Effects of After-School Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Development" (Marc A. Zimmerman, Deborah A. Salem, and Paul C. Notaro); (10) "Profiles in Resilience: Educational Achievement and Ambition among Children of Immigrants in Southern California" (Ruben G. Rumbaut); (11) "Agency and School Performance among Urban Latino Youth" (Leslie Reese, Kendall Kroesen, and Ronald Gallimore); and (12) "Cultural Explanations for the Role of Parenting in the School Success of Asian-American Children" (Ruth K. Chao). Each chapter contains references. (KB)

ED 458 027 PS 029 876

Derrick-Davis, Karen
Building Strong Neighborhoods for Families with Children. A Guide for Public Dialogue and Problem Solving.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Change Strategies; Community Action; *Discussion Groups; Discussion (Teaching Technique); Leaders Guides; *Neighborhood Improvement; *Neighborhoods; *Problem Solving; Teaching Guides
IDENTIFIERS- *Study Circles

Based on the view that strengthening families and neighborhoods can improve the life chances of vulnerable children, this discussion guide is designed to help communities participating in study circle programs to bring people from all segments of the neighborhood together to share different views and experiences, thereby building stronger relationships and working together to find solutions. The introduction to this discussion guide describes what a study circle is, how study circles move people from talk to action, and how to make the most of a study circle. Discussion materials are grouped in four sessions: (1) What is our neighborhood like for children and families? (2) What do families face in our neighborhood? (3) How can we make our neighborhood a better place for families with children? and (4) What can we do? Each section includes an outline of discussion topics, facilitator tips, questions to consider, and preparation for the next session or action suggestions. The discussion guide also includes tips for study circle facilitators, suggestions for organizing study circles, keys for organizing study circles on families and children, and resources for further action and discussion. The guide concludes with acknowledgments of people who organized study circles to test this guide. (KB)

ED 458 028 PS 029 877

Behrman, Richard E., Ed.
Caring for Infants and Toddlers.
PUB DATE- 01
NOTE- 170p.; Theme Issue. An eight-page executive summary is appended.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Childhood Needs; *Day Care; Day Care Effects; Employer Supported Day Care; Federal Programs;

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *After School Programs; Children; Delinquency; Delinquency Prevention; Elementary Secondary Education; *Prevention; *Violence
IDENTIFIERS- Adult Child Relationship; ERIC Digests; Parental Supervision

Perhaps 8 million children spend the after-school hours at home alone. In the absence of adult supervision, many of these youth are likely to engage in delinquent or other high-risk activities. This Spanish-language digest reveals research that suggests after-school programs can help to prevent youths from engaging in these activities in two ways: by providing constructive activities for youths, and by encouraging the development of constructive adult-child relationships. There are a variety of after-school programs available to parents. However, when parents do not or cannot enroll their children in after-school activities, research suggests that it is especially important for parents to be engaged in their child's life. (OR)

ED 458 048 PS 029 961

New, Rebecca S.
Reggio Emilia: impulsor del dialogo y del cambio (Reggio Emilia: Catalyst for Change and Conversation). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; For English version, see ED 447 971.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Early Childhood Education; Educational Environment; Educational Philosophy; Educational Practices; Foreign Countries; *International Communication; International Educational Exchange; Preschool Curriculum; *Reggio Emilia Approach; *Young Children
IDENTIFIERS- ERIC Digests; Italy (Reggio Emilia)

International perspectives on the care and education of preschool children that seem to be of greatest interest in the United States are those directly linked to prevailing concerns in American early childhood education. In this context, many early childhood specialists have explored the implications of Reggio Emilia's work for the theory, practice, and improvement of U.S. early childhood education. This Spanish-language digest outlines the history of Reggio Emilia's early childhood programs in order to provide insights to educators in the United States. It also highlights some of Reggio Emilia's less visible contributions, particularly its role in promoting discourse among communities of adults in the United States, as they debate the meaning and significance of their work with young children. Also discussed is Loris Malaguzzi's influence in bringing together Italian early childhood educators to share and debate the merits of their diverse approaches to creating environments for young children. The digest concludes by noting that while it is premature to make claims about the influence of Reggio Emilia's example on children's lives, there is little question that the field of early childhood education, including teacher education, has been altered by the exchanges taking place with Italian colleagues. As a result of these cross-cultural conversations, some educators have begun to use Reggio

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Farmer Education; American Indian Education; Annual Reports; *Community Development; *Cooperative Programs; *Economic Development; Foreign Countries; *Grants; Indigenous Populations; Leadership Training; Nongovernmental Organizations; Program Descriptions; Rural Development; Technical Assistance; Training; Vocational Education
IDENTIFIERS- Caribbean; Development Education; *Inter American Foundation; International Aid; *Latin America

The Inter-American Foundation (IAF), an independent agency of the U.S. government, works in Latin America and the Caribbean to promote equitable, participatory, and sustainable self-help development by awarding grants directly to local organizations. Its principal strategy is to support public-private partnerships that mobilize local, national, and international resources for grassroots development. This annual report for 2000 summarizes IAF's grantmaking, evaluation, and dissemination activities; presents an in-depth analysis of partnership functions in 12 IAF-supported projects; and describes sample projects in various countries. The evaluation of 12 partnership projects in Mexico, El Salvador, Dominican Republic, Peru, and Bolivia found that successful partnerships generally did not have hierarchical structures or legal agreements but were flexible, evolving arrangements in which strong trust assured accountability. Evaluation results led to a new conceptual model of intersectoral partnerships that emphasizes service delivery, human resource development, resource mobilization, research and innovation, and public education and advocacy. In 2000, IAF awarded 48 new grants and 13 grant supplements totaling about $11.2 million. Most projects address food production and agriculture, business development and management, or education and training. Many projects involve indigenous communities. Educational activities include rural teacher education, agricultural and vocational education for adults and youths, community involvement in local schools, training in business and marketing, workshops on community development and leadership, and conservation training. (SV)

ED 458 067 RC 023 204

Newman, Robert E.
Building Urban Little Schools Where Every Child Succeeds with Dignity.
PUB DATE- 00
NOTE- 301p.; Cover title: "Building Urban Little Schools Where Children Succeed with Dignity."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Charter Schools; Education Work Relationship; *Educational Innovation; Educational Strategies; Elementary Secondary Education; *Experiential Learning; Experimental Schools; Models; Nontraditional Education; *Small Schools; *Student Centered Curriculum; *Teacher Student Relationship; *Urban Schools; Work Experience Programs

Urban Little Schools (ULS) is a model that presents an alternative to failing urban schools. In these schools, each student's education is planned and guided in trusting teacher-student relationships where students take responsibility for

(Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Engineering; *Course Descriptions; Higher Education; Mathematics Education; *Statistics

Following a widespread national trend, in 1996, a new two-credit hour course titled "Introduction to Civil Engineering" was introduced at Southern Illinois University at Carbondale (SIUC). The class has a one-hour lecture per week, and a two-hour lab or small group session. One reason for the introduction of this class was to provide earlier contact with the students in the civil engineering (CE) major in an effort to reduce the number of students who change their major before they take a civil engineering class. Additional reasons for the introduction of this class were to provide training in the use of computer programs that the students will use in subsequent classes, and to provide a design experience early in the student's program of study, thereby, helping to integrate the engineering design experience throughout the curriculum. The final reason for this class is to introduce students to some basic concepts of statistics. These last three reasons are based on Accreditation Board for Engineering and Technology (ABET) suggestions to integrate design, computer usage, and statistics throughout the civil engineering curriculum. The topics of the lectures include the following: A discussion of the profession of engineering; sub-fields of civil engineering (i.e., structures, environmental, etc.); engineering ethics and professionalism; the engineering design process; written and oral communication skills; and introduction to statistics. This paper will focus on the experiences of the author with the last topic: Introduction to Statistics. Very basic statistical concepts were covered. About 6 class hours were devoted to the subject. Professionally prepared instructional videotapes were used. Some homework was assigned. The topics covered included measures of center (mode, mean, median), histograms, normal distributions, standardized curves, and linear regression. Student performance was measured by the homework grades, and student attitudes and opinions were measured by a questionnaire prepared by the author. The results are interesting. As might be expected, students found the topic to be of little interest. Student performance depended on their math backgrounds. The students were taking Math classes such as College Algebra, Trigonometry, and Calculus. As is expected, students in the higher level classes performed better. The material covered did not require the knowledge or use of Calculus, however. The conclusions of this work are that it is difficult to get engineering students to be interested in statistics, especially at the freshman level. One major difficulty with teaching this topic in a freshman class is the disparate math skills. The typical first semester engineering student is often not taking Calculus I as they did in the past. The implications of this fact are far ranging. The traditional eight-semester curriculum is predicated on taking Calculus very early in the program. If many students are not taking Calculus I until the second or third semester of their academic careers; the structure of freshman-level introductory courses needs to be carefully considered. (Author/YDS)

ED 458 088   SE 064 596

Lubojacky, Bedrich; Duzi, Pavel; Tercova, Michaela
Some Ways of Acquiring Space Perception.
PUB DATE- 99
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Ostrava, Prague, Czech Republic, August

of angles and relationships between angles"; (19) "Apply Pythagorean Theorem"; (20) "Apply properties of similar polygons"; (21) "Apply properties of plane and solid geometric figures"; (22) "Determine measures of central tendency"; (23) "Determine probabilities"; (24) "Solve problems involving direct variation"; and (25) "Solve problems involving algebraic concepts." Possible reading and writing connections are also included in this document for each standard and objective of the mathematics subject-area test of the AHSGE. (MM)

ED 458 112 SE 065 252

Today's Students, Tomorrow's Citizens: Pathways for Learning, Science. Alabama High School Graduation Exam.
PUB DATE- 99
NOTE- 319p.; For the mathematics pathways for learning, see SE 065 251.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Competence; *Educational Strategies; *Graduation Requirements; High Schools; Minimum Competency Testing; Physics; *Science Activities; *Science Instruction; Standards
IDENTIFIERS- Alabama High School Graduation Examination

This document introduces the Alabama Graduation Examination Program (AGEP) which provides learning opportunities for high school students to meet the minimum competency requirements to earn a high school diploma in the state of Alabama. The Alabama High School Graduation Examination (AHSGE) content includes the subject areas of reading comprehension, language, mathematics, science, and social studies. This document provides information on the science standards, objectives teaching strategies, and motivational ideas. Science activities include: (1) "Producers-Consumers-Decomposers"; (2) "Pass the Energy Please"; (3) "Bubbling Oxygen"; (4) "Cycles of Nature"; (5) "Molecular Matters"; (6) "Periodic Table Bingo"; (7) "Bubble the Trouble Away"; (8) "Gymnosperm and Angiosperms"; (9) "Create a Flower"; (10) "A Grab for Grub"; (11) "Dork DNA"; (12) "Irregular Jeans"; (13) "It's a Toss Up"; (14) "Gone Fishing"; (15) "Osmosis in Purple Onion"; (15) "Plant and Animal Cells"; (16) "Poor Primitive Prokaryotes"; (17) "Window Cells"; (18) "Mitosis and Meiosis Motion Picture Flip Books"; (19) "Owl Pellets"; (20) "Energy Transfer"; (21) "Waves of Energy"; (22) "Motion Madness"; (23) "Push-Em Back"; and (24) "Fluid Pressure." The document also provides item specifications for science and reading comprehension. (YDS)

ED 458 113 SE 065 253

Edlger, Marlow
Developing the Mathematics Curriculum.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Knowledge Base for Teaching; *Mathematics Curriculum; Mathematics Instruction; *Mathematics Teachers; Portfolio Assessment; Standardized Tests

This essay, written for mathematics educators, addresses a series

Connect: Program 3 in the 1999-2000 Series.
PUB DATE- 99
NOTE- 18p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 306-312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Elementary Education; *Geometry; Lesson Plans; Mathematics Activities; *Mathematics Instruction; Science and Society; *Science Education; Solar System; *Space Exploration; Space Sciences; *Technology Education
IDENTIFIERS- *Mars (Planet)

This teaching unit is designed to help students in grades 4-8 explore the concepts of geometry in the context of space navigation. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a storyline presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The story line for this unit is students learning how engineers and scientists are using geometry and the solar system to navigate spacecraft to Mars. (MM)

ED 458 138 SE 065 309

Geometry of Exploration: Eyes over Mars. NASA Connect: Program 4 in the 1999-2000 Series.
PUB DATE- 00
NOTE- 12p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 306-312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Elementary Education; Geometric Concepts; *Geometry; Lesson Plans; Mathematics Activities; Mathematics Instruction; *Measurement; Science and Society; *Science Education; Solar System; *Space Exploration; Space Sciences; *Technology Education
IDENTIFIERS- *Mars (Planet); Planets; *Surveying (Engineering)

This teaching unit is designed to help students in grades 4-8 explore the concepts of geometry and measurement in the context of surveying planets. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a storyline presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The story line for this unit is students learning how engineers and scientists are using geometry and linear and angular measurements to survey Earth and Mars and how geometric shapes affect navigation. (MM)

ED 458 139 SE 065 310

Proportionality: The X-Plane Generation. NASA Connect: Program 5 were addressed in the recent Civic Education (CivEd) study conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). This digest reports the main findings of the United States portion of the IEA CivEd study. (BB)

ED 458 162 SO 033 056

Skelton, Christine
Schooling the Boys: Masculinities and Primary Education. Educating Boys, Learning Gender.
PUB DATE- 01
NOTE- 200p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Females; Feminist Criticism; Foreign Countries; *Gender Issues; *Males; *Masculinity; *Sex Role; Sexual Identity; Sexual Orientation; Social Science Research; *Teacher Influence
IDENTIFIERS- England

This book explores where masculinity is in primary schools. It has been argued by some commentators that a contributory factor to boys' underachievement is the predominance of women teachers in primary schools which has led to classroom management and teaching styles that favor girls. As this book shows, primary schools produce a range of masculinities for pupils to draw on. A number of questions are raised: What are the tensions for boys between what the school expects from them as pupils and how they are drawn to behave as boys? How does a primary school produce certain masculine styles in its day-to-day routines? In what ways do girls respond to male practices and behaviors in the primary school classroom? The book aims to provide readers with an understanding of the background literature on boys and schooling, an insight into masculinity-making in primary schools, and to offer strategies for developing gender-relevant programs. Chapters are divided into two parts: (1) "Context and Theoretical Perspectives"; and (2) "Inside the Primary Classroom." Chapters in part 1 are: "A History of Boys' Schooling"; "Theorizing Masculinities"; and "Boys and Primary Schooling: A Feminist Perspective." Chapters in part 2 are: "Primary Schools and Local Communities"; "Being a (School) Boy"; "Male Teachers and Primary Schools"; "Heterosexuality in the Primary Classroom"; and "Conclusion: Gender in the Primary Classroom." (BB)

ED 458 163 SO 033 057

Today's Students, Tomorrow's Citizens: Pathways for Learning, Social Studies. Alabama High School Graduation Exam.
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Civil War (United States); Graduation Requirements; High Schools; *High Stakes Tests; Public Schools; *Social Studies; Standardized Tests; State Standards; Student Development; Test Items; Test Manuals; United States History; World War I; World War II
IDENTIFIERS- *Alabama

ED 458 185 SO 033 293

Ellington, Lucien
Japanese Education in Grades K-12. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; *Cross Cultural Studies; Curriculum Design; Educational Change; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Japanese Culture; *National Curriculum; *National Standards; Social Studies
IDENTIFIERS- ERIC Digests; *Japan; Ministry of Education (Japan)

Japan's educational system, in particular its K-12 schools, remains one of the very best in the world. This digest provides an overview of the following topics: (1) Japanese educational achievements; (2) the structure of K-12 education in Japan; (3) the K-12 curriculum, with an emphasis on social studies education; (4) educational reform in Japan; and (5) Web sites on Japanese education. (BB)

ED 458 186 SO 033 447

Avery, Patricia G.
Developing Political Tolerance. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Rights; *Consciousness Raising; Democracy; *Democratic Values; Elementary Secondary Education; Minority Groups; *Political Attitudes; Social Studies; United States History
IDENTIFIERS- ERIC Digests; *Tolerance

Political tolerance is the willingness to extend basic rights and civil liberties to persons and groups whose viewpoints differ from one's own. It is a central tenet of a liberal democracy. The individual rights and freedoms that U.S. citizens value encourage a wide array of ideas and beliefs, some of which may offend segments of the population. The expression of those beliefs is protected by another core democratic principle, that of majority rule with respect for the rights of individuals or groups in the minority. Without safeguards for the free expression of divergent opinions, we risk a tyranny of the majority. In a free and open society, public deliberation exposes "bad" ideas instead of suppressing them. The protection of individuals' rights, including those of individuals we dislike or with whom we strongly disagree, has often been a struggle in U.S. society. Consider the interment of Japanese Americans during World War II, the interrogation of suspected American Communists in the 1950s, or the FBI files on Vietnam

Research/Technical (143), Test, Questionnaires, Evaluation
  Instruments (160)
DESCRIPTORS- Educational Quality; Elementary Secondary Education;
  *Faculty Development; Higher Education; Inservice Teacher
  Education; Preservice Teacher Education; Tables (Data); Teacher
  Attitudes; *Teacher Collaboration; *Teacher Competencies;
  *Teacher Improvement

In 2000, researchers conducted surveys on teacher preparation and qualifications, measuring change since 1998. Respondents were 5,253 K-12 teachers nationwide. The survey repeated some indicators of teacher quality examined in 1998 and explored new issues. Virtually all teachers held bachelor's degrees, and nearly half held master's degrees. Teachers were more likely to have participated in professional development emphasizing state or district curriculum and performance standards. For all but one content area of professional development, teachers reported having spent 1-8 hours on the activity during the preceding 12 months. Number of hours spent in professional development related to extent to which teachers believed that participation improved their teaching. Collaboration with other teachers was the most frequent collaborative activity. Over 60 percent of teachers felt very well prepared to meet the overall demands of teaching. They most often reported feeling very well prepared to maintain order and discipline in the classroom. The proportion of teachers participating in professional development was lower in 2000 than 1998 for three of seven content areas. For most classroom activities, teachers in 2000 were more likely than teachers in 1998 to report feeling very well prepared. Appended are research methodology, technical notes, and the survey instrument. (SM)

ED 458 205   SP 040 345

Keleher, Terry; Piana, Libero Della; Fata, Manijeh Gonzalez
Creating Crisis: How California's Teaching Policies Aggravate
  Racial Inequalities in Public Schools.
PUB DATE- 99
NOTE- 52p.; With Rebecca Gordon, Harold Berlak, Jan Adams, and
  Gary Delgado.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- Affirmative Action; Beginning Teacher Induction;
  Diversity (Student); Elementary Secondary Education; Higher
  Education; Limited English Speaking; Minority Group Teachers;
  Preservice Teacher Education; Public Schools; Standardized
  Tests; Teacher Certification; Teacher Persistence; Teacher
  Recruitment; Teacher Salaries; Teacher Shortage; *Teaching
  (Occupation); Urban Schools
IDENTIFIERS- California Basic Educational Skills Test

This report outlines problems in California's public school teaching force, from training to recruitment to retention. It describes who currently teaches, notes the lack of minority teachers in an increasingly diverse student population, and examines pathways to teaching and barriers to certification. It details the teaching crisis in the state's seven largest districts, and it adds extended accounts from a teacher recruiter, a teacher candidate taking the California Basic Educational Skills Test (CBEST), and an experienced teacher of color watching newcomers being disempowered and unsupported by the system. Finally, the report makes recommendations about how to correct some of the problems that it describes, including: fully invest in the development of teaching talent and

NOTE- 409p.; Cover page varies. For the Spring 2000 Appendix, Grades 2 through 11, see ED 456 119.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Counties; Elementary Secondary Education; Language Arts; Mathematics; Norm Referenced Tests; Reading Achievement; School Districts; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *Arizona; *Stanford Achievement Tests

This is the 21st year of statewide student testing under the Arizona Student Achievement Program, which mandates the use of a nationally standardized norm-referenced achievement test in reading, mathematics, and language in the state's schools. In the 2000-2001 school year, students in grades 1 through 9 were tested using the Stanford Achievement Test, Ninth Edition (Stanford 9). One subtest in the academic content area of reading was administered to students in grade 12, and three subtests in the content areas of reading, language, and mathematics were administered in grades 2 through 9. This "State Report Appendix" provides school, district, county, and state-level scores representing typical student performance on the 2000-2001 administration of the Stanford 9. Sections A, B, and C provide separate scores, one for each subject tested. The three scores cannot be averaged together to produce one overall score for a school, district, county, or state. The scores are called "individual percentile" rank scores, and they indicate the estimated percentage of students nationally scoring equal to or lower than the average performance indicated for a school, district, county, or the state. One lengthy table is provided for each of the three subject areas. (SLD)

ED 458 225 TM 033 385

Abedi, Jamal
Assessment and Accommodations for English Language Learners: Issues and Recommendations. CRESST Policy Brief 4, Summer 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Accommodations (Disabilities); Accountability; Educational Policy; Language Proficiency; *Limited English Speaking; *State Programs; Test Results; Test Use; *Testing Programs; *Validity
IDENTIFIERS- *Large Scale Assessment

This policy brief addresses the inclusion of English language learners (ELLs) in large-scale assessments and ELL assessment accommodations. The inclusion of ELL students creates specific accountability policy challenges. States differ in the students they include and their inclusion policies and accommodation practices, and, at present, inclusion does not address the different language and knowledge skills within the ELL population. Another problem is that ELL test results may be used inappropriately to sort or retain students. Issues of validity, effectiveness, differential impact, and feasibility must be considered in planning the inclusion of ELL students. Research from the Center for Research on Evaluation, Standards, and Student Testing has shown that the only accommodation that

Texas Essential Knowledge and Skills (TEKS) Educator's Guide to TEKS-Based Assessment. Elementary Level TAAS Grades 3-6, Spring 2000. Supplement.
PUB DATE- 00
NOTE- 110p.; For the 1999-2000 elementary level "Educator's Guide," see ED 437 432.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Assessment; Educational Objectives; Elementary Education; Elementary School Students; Mathematics Tests; Reading Tests; *Test Construction; Test Use; Writing Tests
IDENTIFIERS- Texas Assessment of Academic Skills; *Texas Essential Knowledge and Skills

This supplement is designed to be used in conjunction with the elementary level educator's guide to the Texas Essential Knowledge and Skills (TEKS) curriculum. The "Educator's Guide" shows the components of the TEKS that are eligible for testing, and this supplement provides information about the types of passages, test items, and writing prompts that may appear on an actual test form. It also contains sample items for each subject area as well as sample prompts for the writing test and sample passages for the reading and writing tests. This supplement is not intended as a guide for specific test preparation, but may assist teachers in developing instructional strategies to teach the content and skills in the TEKS curriculum. (SLD)

ED 458 247 TM 033 409

Advanced Placement and International Baccalaureate Examination Results in Texas, 2000.
PUB DATE- 01
NOTE- 105p.; For the 1998-1999 results, see ED 446 146.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; Participation; *Racial Differences; Scores; Tables (Data); *Test Results
IDENTIFIERS- *International Baccalaureate; *Texas

The participation and performance of 11th- and 12th-grade Texas public school district students on the College Entrance Examination Board's Advanced Placement and International Baccalaureate Organisation's programs during the 1999-2000 school year were studied. Results show the largest 1-year gains to date in the number of Texas Advanced Placement (AP) examinees, examinations taken, and examinations earning scores in the 3-5 range. The number of students participating in the International Baccalaureate (IB) examination was also higher in 2000 than in previous years. Participation rates for African Americans and Hispanics in both programs continued to climb, but still lagged behind those for Whites and Asian Americans, and the rate for females continued rising faster than the rate for males. Performance as measured by the number of AP examinations scoring in the 3-5 range and the number of IB examinations scoring in the 4-7 range was higher in 2000 than in previous years, consistent with the trend of steady

(Author/SLD)

ED 458 267 TM 033 430

Burstein, Jill; Kukich, Karen; Wolff, Susanne; Lu, Chi; Chodorow, Martin
Enriching Automated Essay Scoring Using Discourse Marking.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Essays; Higher Education; *Scoring; *Test Scoring Machines
IDENTIFIERS- Argument Research; *Discourse Markers

Electronic Essay Rater (e-rater) is a prototype automated essay scoring system built at Educational Testing Service that uses discourse marking in addition to syntactic information and topical content vector analyses to assign essay scores automatically. This paper gives a general description of e-rater as a whole, but its emphasis is on the importance of discourse marking and argument partitioning for annotating the argument structure of an essay. Two content vector analysis programs used to predict scores, EssayContent and ArgContent, have been compared. This paper reports on the overall evaluation results from e-rater's scoring performance on 13 sets of essay data from the writing assessment of the Graduate Management Admissions Test and 2 sets of essay data from the Test of Written English. EssayContent assigns scores to essays by using a standard cosine correlation that treats the essay as a "bag of words," in that it does not consider word order. ArgContent uses a novel content vector analysis approach for score assignment based on the individual arguments in an essay. The average agreement between ArgContent scores and human rater scores found in previous research was 82% as compared to 69% agreement between EssayContent and the human raters. These results suggest that discourse marking enriches e-raters' scoring capability. When e-rater uses its whole set of predictive features, agreement with human rater scores ranges from 87% to 94% across the 15 sets of essay responses used in this study. (Contains 3 tables and 16 references.) (Author/SLD)

ED 458 268 TM 033 431

Burstein, Jill; Wolff, Susanne; Lu, Chi
Using Lexical Semantic Techniques To Classify Free-Responses.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Essays; *Performance Based Assessment; *Scoring; Test Items; Training
IDENTIFIERS- *Discourse Markers; *Lexical Semantics

The research described in this paper shows the use of lexical semantic techniques for automated scoring of short-answer and essay responses from performance-based test items. Researchers used lexical semantic techniques in order to identify the meaningful content of free-text responses for small data sets. One data set involved 172 training responses in a formulating hypotheses situation, with 32 categories. A second set contained 200 training responses and 228 test items, also of the formulating hypotheses type. The third set consisted of 200 essays from a paper-and-pencil test that had been rated the call for accountability in education. The chapters are: (1) "Classroom Consequences of Unsound High-Stakes Testing"; (2) "Why We Test"; (3) "The Mystique of Standardized Measuring Instruments"; (4) "Confounded Causality"; (5) "Creating Large-Scale Tests That Illuminate Instructional Decisions"; (6) "Getting Maximum Instructional Mileage Out of Classroom Assessment"; (7) "Collecting Credible Evidence of Instructional Effectiveness"; and (8) "Wrapping Up with Action Options." (Contains 23 references.) (SLD)

ED 458 288 TM 033 452

La Marca, Paul M.
Alignment of Standards and Assessments as an Accountability Criterion. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Based on material originally appearing in "Practical Assessment Research and Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Assessment; Elementary Secondary Education; Scores; *State Standards; Test Construction; Test Interpretation
IDENTIFIERS- *Curriculum Alignment; ERIC Digests

This digest provides an overview of the concept of alignment and the role it plays in assessment and accountability systems. It also discusses methodological issues affecting the study of alignment and explores the relationship between alignment and test score interpretation. Alignment refers to the degree of match between test content and subject area content identified through state academic standards. It is highly unlikely that a single test can achieve a desirable degree of match, and this fact provides the rationale for using multiple accountability measures and points to the need for studying the degree of match at the test level and the system level. The two overarching dimensions of alignment are content match and depth match. Alignment can best be achieved through sound standards and assessment development activities. The analysis of alignment requires a systematic review of standards and a systematic review of test items/tasks. Alignment is not only a methodological requirement, but also an ethical requirement, as it would be a disservice to students and schools to judge academic achievement based on a poorly aligned system of assessment. The systematic study of alignment is time consuming and can be costly, but the benefits outweigh the costs. (SLD)

ED 458 289 TM 033 453

Stansfield, Charles; Rivera, Charlene
Test Accommodations for LEP Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Wong-Kam, JoAnn; Kimura, Alice K.; Sumida, Anna Y.; Ahuna-Ka'ai'ai, Joyce; Maeshiro, Mikilani Hayes
Elevating Expectations: A New Take on Accountability, Achievement, and Evaluation.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conferences; *Educational Improvement; Elementary Education; Elementary School Students; *Elementary School Teachers; Language Arts; Standards; *Teacher Expectations of Students
IDENTIFIERS- Hawaii; *Student Led Activities

This book presents an assessment model, developed from studies in two schools in Hawaii, that uses student-led conferences and the progress folio process to help students elevate their expectations as they progress through elementary school. The chapters are: (1) "Children First"; (2) "Bridging Learning Goals and Instruction"; (3) "Building Progress Folios"; (4) "Bridging Learning, Assessing, and Reporting through Student-Led Conferences"; and (5) "Bridging Assessment and Evaluation across the Grades." Three appendixes contain a description of Hawaii's language arts content standards, the introduction to a student goals booklet, and blackline masters for the assessment process. (Contains 41 references.) (SLD)

ED 458 310 UD 034 411

Swope, Kathy, Ed.; Miner, Barbara, Ed.
Failing Our Kids: Why the Testing Craze Won't Fix Our Schools.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Alternative Assessment; Disabilities; Diversity (Student); Educational Policy; Elementary Secondary Education; Grade Repetition; High Stakes Tests; Parent Attitudes; Racial Bias; *Standardized Tests; Student Attitudes; *Student Evaluation; Test Bias; Test Use

This book presents more than 50 articles from parents, community activists, teachers, students, and researchers that analyze standardized tests and outline alternative ways to assess how well students are learning. The seven sections look at: (1) "The Testing Craze: An Overview," including "Why Standardized Tests Are Bad" (Terry Meier) and "Origins of the Latest Testing Craze" (Barbara Miner); (2) "Parents and Students Talk Back," including "Testing Slights Multiculturalism" (Makani Themba-Nixon) and "The Rights of Parents" (Center for Law and Education); (3) "Views from the Classroom," including "Teaching about Testing" (Bill Bigelow) and "Testing and Students with Disabilities" (Center for Law and Education); (4) "Standards, Testing, and Race," including "The Forgotten History of Eugenics" (Alan Stoskopf) and "Standards and the Control of Knowledge" (Harold Berlak); (5) "Alternatives to Standardized Testing," including "What Is the Purpose of Assessment?" (Monty Neill) and "Alternatives to Grade Retention" (Linda Darling-Hammond); (6) "Policy and Background," including "Responding to hard to ignore because of their propensity to cast ballots in proportionally higher numbers than any other age group. The question for the future may be how the baby boomers will see things once they enter old age. The second section of the report, "Rethinking Retirement," discusses people who begin to teach after retirement or who remain in teaching after they are eligible for retirement. (SM)

ED 458 330   UD 034 549

Viadero, Debra
Schooled Out of Poverty. 2000 & Beyond: The Changing Face of American Schools.
PUB DATE- 00
NOTE- 16p.; Theme issue. For other issues in the series, see UD 034 545-548.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Federal Aid; Parent Participation; *Poverty; *Public Education; Rural Areas; Rural Schools; Social Services; Socioeconomic Influences; State Aid; Working Poor
IDENTIFIERS- Family Resource and Support Programs; Kentucky Education Reform Act 1990; School Lunch Program

This issue, the fifth in a series on demographic forces shaping U.S. education, highlights the persistence of poverty, examining the experiences of one Kentucky school system. Wolfe County, Kentucky, uses education to lift its children out of poverty. This extremely poor county is as poor as it ever was (which is also true in central cities and rural communities nationwide, though the number of working poor families has grown dramatically). Wolfe County's experiences suggest that with concerted efforts, including social and academic supports, educators and communities can make inroads against poverty's ill effects and enable poor children to achieve academically. Student test scores have improved recently to the extent that Kentucky classifies all five of the county's schools as being "in rewards." Over three-quarters of the county's graduating seniors move on to postsecondary education. The financial picture for Wolfe County's schools brightened with the advent of the 1990 Kentucky Education Reform Act, which equalized school spending statewide, established a testing and accountability system, and created family and youth resource support centers. Wolfe County also has an improved school breakfast and lunch program. It provides educationally oriented field trips to expose children to the world beyond Wolfe county. (SM)

ED 458 331   UD 034 550

Focus, 2000-2001.
PUB DATE- 01
NOTE- 227p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Blacks; Child Custody; *Child Support; *Family Income; Family Structure; Foreign Countries; Housing Discrimination; Internet; Parent Responsibility; *Poverty; Program Evaluation; Racial Discrimination; Unemployment; Violence; Welfare Services
IDENTIFIERS- Australia; Canada; *Child Support Enforcement; Health Policy; Jails; United Kingdom; *Welfare Reform; Wisconsin

"Using WebCT 3 To Create Web-Based Learning for Multiple Learning Styles" (Ann T. Musgrove and others); "Multi-Media Approaches to Teacher Continuing Professional Development: Dealing with Disruptive Pupils" (Jim O'Brien and Tony van der Kuyl); "Teachers' Perception about the Text-to-Speech Technology" (Alex C. Pan); "The Enhanced Instructional Presentation Model" (Timothy Ward Pelton and Leslee Francis Pelton); "A School-University Partnership Model for Developing Student Technology Leaders" (Melissa E. Pierson and others); "A New Approach - Situation Learning (SL)" (Maja Pivec and Hermann Mauer); "New Teachers and New Technologies" (Zoran Putnik); "Hypertext Flexibility in a Web Learning Environment To Promote Extensive Reading Activities in School Learning" (Luisa O. Santos and Paulo Dias); "Stage Struck - Technologies for the Performing Arts" (Bronwyn Stuckey and others); "Learner Self-Efficacy, Attitude, and Utilization Patterns for an Electronic Textbook" (David Unfred and Steve Crooks); "Digital Video: What Should Teachers Know?" (James E. Yao); "Changing Interpersonal Relationship between Teachers and Students Using Tuition" (Vladan Zdrakovic); "Solving Educational Problems During Learning Computer Visualization Applications and Raising Students' Creativity" (Vladan Zdrakvoic); and "Designing Constructivist Teaching and Learning Environments for Visual Learning" (Sara G. McNeil). Summaries of the following presentations are also included: "Improving the Use of Media in the Classroom" (Sal Marinello and Carole Polney); and "MINDS - The Learning Environment of the Future, Today" (Karl Seiler). Most papers contain references. (MES)

ED 457 833 IR 020 903

Burkett, Ruth S., Ed.; Macy, Michelle, Ed.; White, James A., Ed.; Feyten, Carine M., Ed.
Preservice Teacher Education. SITE 2001 Section .
PUB DATE- 01
NOTE- 309p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures and text may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Secondary Education; Higher Education; Information Technology; Instructional Development; *Preservice Teacher Education; *Technology Integration; World Wide Web
IDENTIFIERS- Technology Utilization; Web Based Instruction

This document contains the papers on preservice teacher education from the SITE (Society for Information Technology & Teacher Education) 2001 conference. Topics covered include: preparing tomorrow's teachers; insights for pre-service teachers about computer use; geographic information systems in teacher education; digital cameras in education; integrating technology in research courses for preservice teachers; a computer-assisted coeducational and transdisciplinary experience; technology integration in reading and science; preservice teachers' experiences in a technology-rich urban K-12 school setting; unique collaborations in preservice teacher programs; the evolution of a curriculum in technology and pedagogy; multiple delivery systems; a Holocaust World Wide Web site; creating collegial networks; cooperative teaching and learning in information technology (IT) and modern foreign languages;

communicate with their children's teachers. Other education-related findings in the survey work of the Pew Internet Project include: 5% of adult Internet users have taken a class online for college credit (more than 5 million people); 53% have gone online to do research for school or job training, and on any given day, 8% are online doing research for school or job training; 52% have done job-related research online, and on a typical day, 16% are online doing job-related research; and about half of Internet users (more than 50 million people) have access to the Internet at work. Following the summary of findings, this report discusses major findings about the Internet in education and examines a sampling of the most popular homework help Web sites. (AEF)

ED 457 850   IR 021 004

Discussion Paper on Digital Copyright Issues.
PUB DATE- 01
NOTE- 33p.; Prepared by The Copyright Forum.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Copyrights; Foreign Countries; *Information Policy; Intellectual Property; *Internet; Online Systems; Organizations (Groups); *Public Policy
IDENTIFIERS- *Copyright Act (Canada); *Digital Technology

The Copyright Forum serves as a venue for the discussion of digital copyright issues of interest to Canadian educational institutions, libraries, archives, and museums. The Forum currently comprises 13 national associations. The members of the participating associations are both creators and users of digital intellectual content, and a number of institutional members act as Internet service providers. The purpose of this discussion paper is to outline the Forum's perspective on major issues that have to be addressed in revising the Copyright Act in order to make it a more effective instrument for achieving public policy objectives in a digital environment. The paper highlights the key issues, sets out a number of principles underlying the Forum's approach, and makes a series of specific recommendations relating to the revision of the Copyright Act. The following core principles form the basis for the Copyright Forum's recommendations: balance in copyright law; primacy of the Copyright Act; technological neutrality; the right to read; the right to lend; a robust public domain; facts are not copyrightable; and privacy. (AEF)

ED 457 851   IR 021 005

The Integrated Studies of Educational Technology (ISET).
PUB DATE- 01
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Educational Finance; Educational Policy; Educational Research; *Educational Technology; *Elementary Secondary Education; School Districts; *School Surveys; State Programs; Teachers
IDENTIFIERS- Technology Coordinators

The Integrated Studies of Educational Technology (ISET) covers the perspectives of state, districts, schools, and teachers on educational technology in the nation's schools. ISET includes surveys of all state technology coordinators; a stratified,

Library Policy Programme, 2001-2004. Committee's Report.
PUB DATE- 01
NOTE- 25p.; Translation by Leena Mottola.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Foreign Countries; Information Dissemination; Information Services; Information Technology; *Library Development; Library Funding; Library Policy; *Library Services; *Program Development; *Resource Allocation
IDENTIFIERS- *Finland; Information Age

The Library Policy Committee appointed by the Finland Ministry of Education in 1999 worked for 2 years to identify the challenges arising in the civil information society and the concrete solutions to them. This document is a summary of the salient points of the Committee's report. First, the vision for the Finnish public library is outlined, including objectives for libraries at the local, regional, and national levels. A discussion of the decline in library funding and library resources, growth in library use, and new costs emerging in the information society is followed by the Committee's proposals. Committee proposals for these areas are offered: quality information retrieval at libraries; more benefit from information and communication technologies; new forms of library cooperation; and learners' access to information and school libraries. The Committee's cost estimates for library development are highlighted, and justifications for increased library funding are offered. Discussion then moves to what will happen if nothing is done in the library field and the added value of the library in use of information networks. Finally, the library as a basic right in the information society and citizenship in the information society are addressed. (AEF)

ED 457 869 IR 058 346

Kasowitz, Abby S.
Trends and Issues in Digital Reference Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; *Information Services; Internet; Library Cooperation; Library Development; Library Networks; *Library Services; Online Systems; *Reference Services; Standards; *Trend Analysis; World Wide Web
IDENTIFIERS- Digital Technology; ERIC Clearinghouse on Information and Technology; ERIC Digests

The concept of digital reference is emerging as its own domain within the field of librarianship. This digest discusses issues that have surfaced recently in practice and research: provision of real-time reference service, collaborative efforts among networks of libraries and organizations, and development of quality and technical standards. Many libraries are trying to recreate the immediacy found in face-to-face reference interactions in a digital environment through use of synchronous, real-time technologies. Real-time reference tools can range in format from chat technologies and instant

(1) achieved a GPA of 3.0, the same as entering freshmen; (2) 86% of the Running Start students continued at the university the following year; (3) 41% of the Running Start students who entered the university in 1993 graduated within 4 years, compared with 31% for regular students; and (4) Running Start students who entered the university in 1993 graduated with a GPA of 3.4, compared with a GPA of 3.1 for regular freshmen. (NB)

ED 457 889 JC 010 638

Rogers, Brenda
Analysis of Funding Issues Related to Distance Learning in the North Carolina Community College System.
PUB DATE- 01
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Distance Education; Educational Assessment; *Educational Finance; In State Students; Out of State Students; *Program Evaluation; Student Surveys; *Tuition; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

The enrollment in North Carolina Community College System's (NCCCS) distant-learning courses in 1999-2000 totaled 44,349, an increase of 11,000 compared with 1998-99. During its 2000 legislative session, the North Carolina General Assembly passed a special provision requiring the NCCCS to conduct a study of funding methods and delivery of distance learning and education programs. The following components are included in the analysis: (1) tuition fee rates, registration fees, and other related charges for in-state and out-of-state students enrolling in distance course offerings; (2) a survey of current distance-course offerings, delivery systems, and sources of funding; and (3) a plan for efficient and effective expansion of course offerings and delivery systems. A study group comprised of representatives from several community colleges, the system office, the general assembly, and the governor's office were formed to study these issues and make policy recommendations. Nine recommendations were made, including: (1) out-of-state students who are enrolled in Internet-based courses should be charged a tuition rate that is approximately the full cost of instruction; (2) the State Board of Community Colleges should explore alternative funding methods to support distance learning, including technology fees; and (3) a series of separate funding formulas for distance learning should not be developed at this time. Appended are the survey of state- and system-level policies for funding of distance learning, and a summary of survey key findings. (GC)

ED 457 890 JC 010 640

Glenn, Frank S.
The Retention of Black Male Students in Texas Public Community Colleges.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Blacks; College Role; *Community Colleges; Males; Minority Groups; *School Holding Power; Student Characteristics; Two Year College Students; Two

assessment; (3) incorporating assessment criteria into course materials; and (4) developing individual student portfolios. Appended are assessment materials. (EMH)

ED 457 909 JC 010 663

Mauk, Johnathon Douglas
Writing in Place: A Story of Geography and Composition Pedagogy.
PUB DATE- 00
NOTE- 182p.; Ph.D. Dissertation, Bowling Green State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Capitalism; Community Colleges; Educational Change; *Human Geography; *Instruction; North American Culture; Psychological Needs; *School Space; Student Needs; Two Year Colleges; *Writing Instruction; *Writing Processes

This study focuses on the ways composition pedagogy emerges out of and gives way to the dynamics of space. At one level, the study describes the attempts of one community college instructor to create a writerly space for his students, and at another level, it describes how those attempts resonate with broader conceptions of academic space. Chapters 1 and 2 develop a narrative about the particular difficulties and pedagogical crises of teaching composition at a community college. This narrative suggests that those crises relate to problems of academic space. Therefore, chapter 3 turns to the field of critical geography. Using the terminology and theoretical perspectives of critical geography, chapter 3 describes the dynamics of space and time in American culture, particularly, the characterization of space in capitalist systems. Chapter 4 applies critical geography's spatial terms and concepts to composition, specifically, to the problems of teaching composition in the real-and-imagined space of a community college. Chapter 5 argues that the increasing numbers of part-time, commuter college students are changing the spatial orientation of college students. The study concludes that the nature of academic space is changing, not simply with the rise of community colleges in the United States, but also with shifts in student demographics. Appended are composition course descriptions. (Contains 127 references.) (NB)

ED 457 910 JC 010 666

Surette, Brian J.
The Effects of Two-Year College on the Labor Market and Schooling Experiences of Young Men. Finance and Economics Discussion Series.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 54p.; Tom Mroz provided considerable assistance in writing this paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; *Employment; Labor Market; Longitudinal Studies; *Males; *Outcomes of Education; Student Costs; Transfer Rates (College); Transfer Students; Tuition; Two Year Colleges
IDENTIFIERS- *National Longitudinal Survey of Youth

This report from the Federal Reserve Board examines 12 years of data from the National Longitudinal Survey of Youth (NLSY) to report were obtained from responses to a standardized survey that addressed attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, satisfaction with employment, and components of the educational program completed. Part 1 of this report provides an overall summary of survey outcomes, which include: (1) 86% of occupational program graduates were employed; (2) among working graduates, 87% were employed full-time, 74% were employed in positions related to their field of study, 75% obtained positions while enrolled or after graduating, 93% were employed in Illinois (two-thirds remained in the district where they received training), and the average salary was $15.63/hr (3 times the minimum wage); and (3) graduates expressed satisfaction with their current positions, with components of their program, and with college services. Part 2 includes an in-depth analysis of survey results by comparing year 2000 results to 1995 results according to specific program areas. Highlights for this section include: (1) computer and data processing have grown dramatically in recent years and employment is expected to grow 117% by 2008; and (2) in Illinois, employment of telephone installers and repairers is expected to decrease sharply through 2008. Various tables are appended. (Contains 22 references.) (KP)

ED 457 930 JC 010 688

Miller, Van D.
The Specific Criteria Cited Most Often by Visiting Committees to Level I Institutions.
PUB DATE- 00
NOTE- 143p.; Doctoral Dissertation, Baylor University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; *Community Colleges; Credentials; Educational Finance; *Evaluation Criteria; Institutional Evaluation; Two Year Colleges

Formal accreditation reviews represent a significant outlay in terms of dollars and man hours for all institutions of higher education. This outlay can often be especially difficult for community colleges. In an effort to provide assistance for colleges entering the accreditation review process, a study was done of criteria that are most often cited by accreditation visiting committees. The focus of the study was on Level 1 institutions in the Southern Association of Colleges and Schools that underwent reaffirmation site visits over a three-year period during the late 1990s. Results of the study suggested that ensuring proper academic credentials of faculty members is the most common problem for community colleges in the South. Other significant areas of concern include: institutional effectiveness of administrative and educational support services; institutional effectiveness of educational programs; maintaining appropriate documentation relating to faculty credentials; and demonstrating basic skills competencies of graduates of all degree programs. The survey report includes data on procedures and outcomes, with outcomes being organized into categories by state, by size, and by governance structure. (Contains 19 tables, 11 figures, and 39 references. (Author/KP)

ED 457 931 JC 010 689

Cutright, William Marcus

successful implementation of online student services necessitates established technical support; and (5) the constantly changing nature of the Internet requires ongoing evaluation of Web-based support services. (Contains 22 figures and 12 appendices.) (KP)

ED 457 950 JC 020 028

Shields, Jennifer A.
Employer Survey Results for the PVCC Graduating Class of 1999-2000.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Education Work Relationship; *Educational Assessment; *Employer Attitudes; Employer Employee Relationship; *Employers; Job Training; Occupations; Relevance (Education); *Surveys; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Piedmont Virginia Community College

During the fall of 2001, the Office of Institutional Research at Piedmont Virginia Community College (PVCC) surveyed employers of 1999-2000 graduates. The purpose of this survey was to evaluate employer satisfaction with the job performance and general skills of PVCC graduates, as well as assess the effectiveness of the college's academic programs. Surveys were sent only to employers of graduates who answered "yes" to the question "May we contact your employer to conduct an employer survey?" Of the 133 graduates who returned the survey, only 38 (29%) had responded as such. Since the graduates who participated in the employer survey differed significantly from the total group who responded to the graduate survey, it is uncertain whether their employer ratings are comparable. Highlights of the survey include the following: (1) more than 80% of employers rated graduates as either "excellent" or "good" in every category; (2) 93% of employers rated graduates as either "excellent" or "good" in the quality of work category; (3) employers reported being generally happy with PVCC; and (4) 92% rated occupational training and education as either "excellent" or "good." When compared with the 5-year average, PVCC and its graduates have in general improved over previous years. (Contains five appendices, including the survey instrument.) (NB)

ED 457 951 JC 020 040

SIAST Annual Report, 2000/01.
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *College Planning; Community Colleges; *Economic Impact; *Educational Assessment; Educational Planning; Enrollment; Expenditures; Foreign Countries; Indigenous Populations; *Institutional Mission; Job Skills; Job Training; *School Demography; Strategic Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

This is the annual report for 2000-2001 from the Saskatchewan Institute of Applied Science and Technology (SIAST). The SIAST Review Committee's report identified four priorities: (1) an perspective for the study of cognitive development. The first part of the book describes the basic formulation of a social approach to cognitive development. Chapter 1 provides a general introduction to this approach, illustrated with examples from the memoirs of notable people. Chapter 2 focuses on mechanisms of cognitive development, with particular attention to the social processes that support and lead to intellectual growth. Chapter 3 examines the social and cultural foundations of cognitive development, and includes discussion of some of the primary agents of cognitive socialization. The second part of the book concentrates on what can be learned about certain specific domains of cognitive development when social context is taken into account. Four domains are examined: attention (chapter 4), memory (chapter 5), problem solving (chapter 6), and planning (chapter 7). The course of intellectual growth in each domain is described, and social factors that support or constrain it are identified. Chapter 8 revisits the question of whether and how social context can be conceptualized as a mechanism of cognitive change. The chapter examines the theoretical and practical utility of this approach and speculates about why its impact on the field has been rather limited. Future directions of research are also proposed. (Contains 389 references.) (KB)

ED 457 970 PS 029 808

Neuman, Susan B., Ed.; Dickinson, David K., Ed.
Handbook of Early Literacy Research.
PUB DATE- 01
NOTE- 484p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Bilingualism; Brain; Early Childhood Education; Early Intervention; *Emergent Literacy; Family Literacy; High Risk Students; Individual Differences; Literature Reviews; Phonics; Phonology; Reading Difficulties; *Reading Instruction; Research Methodology; Research Needs; Special Education; Spelling; Student Evaluation; Theories; Tutoring; *Writing Instruction; *Young Children
IDENTIFIERS- Brain Development; Phonological Awareness; Shared Reading

This handbook brings together leading authorities to provide a comprehensive account of current knowledge in the early literacy field. The chapters are: (1)"Introduction" (Neuman and Dickinson); (2) "Emergent Literacy: Development from Prereaders to Readers" (Whitehurst and Lonigan); (3) "A Sociocultural Perspective on Early Literacy Development" (Gee); (4) "Literacy and Oral Language" (Watson); (5) "Some Theoretical and Methodological Considerations in Studying Literacy in Social Context" (Pellegrini); (6) "Alphabetic Anxiety and Explicit, Systematic Phonics Instruction" (Adams); (7) "Brains, Genes, and Environment in Reading Development" (Olson and Gayan); (8) "Connecting Early Language and Literacy to Later Reading (Dis)abilities" (Scarborough); (9) "Early Phonological Development and the Acquisition of Literacy" (Goswami); (10) "Writing and Children's Symbolic Repertoires" (Dyson); (11) "Invented Spelling, Phonemic Awareness, and Reading and Writing Instruction" (Richgels); (12) "Young Bilingual Children and Early Literacy Development" (Tabors and Snow); (13) "Joint Caregiver-Child Storybook Reading: A Route to Literacy Development" (Bus); (14) "Early Language and Literacy Skills in Low-Income African American and Hispanic Children" (Vernon-Feagans, Hammer, Miccio, and Manlove); (15) "Making Schools produced by Kids Count since 1991. (EV)

ED 457 990 PS 029 831

Datta, A. Rupa; de Kanter, Adriana
Family Involvement in Education: A National Portrait. Highlights.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 98
NOTE- 19p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Check Lists; Elementary Secondary Education; Evaluation Criteria; *Family Involvement; Outreach Programs; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *School Effectiveness; Statistical Surveys; Summer Programs
IDENTIFIERS- Indicators

This booklet showcases findings from a new analysis of data from "Family Involvement in Education: A National Portrait," and provides a checklist for parents to assess their own school on issues of family involvement. The study was conducted in May and June of 1997 by the National Opinion Research Center at the University of Chicago. Key findings of the study are that: (1) schools are working hard to involve parents in their children's schooling, and parents are actively engaged in their children's learning experience; (2) even so, most parents would still like more information and assistance from schools and teachers about how to support their children's education, both at school and at home; (3) in addition to in-school activities, parents are eager for their children to have school-based after-school and summer opportunities--demand for these programs significantly outstrips current supply; and (4) primary school parents are more involved in every aspect of their children's schooling than are middle school parents. Graphic highlights of survey findings are presented as indicators of family involvement; parents and school administrators can use the indicators to tally a score for their own school. Indicators are: Opportunities, Barriers, Communication Technologies, Communication Topics, Parental Input, At-Home Learning, Parent/Teacher Interactions, Reaching Out, and After School Programs. (EV)

ED 457 991 PS 029 833

Reading Tips for Parents = Consejos practicos de lectura para los padres.
PUB DATE- 01
NOTE- 17p.; For a related document on reading tips, see ED 427 287.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Emergent Literacy; Evaluation Criteria; Infants; Learning Readiness; Multilingual Materials; *Parent Student Relationship; Parents as Teachers; Reading Instruction; Reading Programs; *Reading Readiness; Toddlers;

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *After School Programs; Elementary Education; Elementary School Students; Enrichment Activities; Enrollment; Extracurricular Activities; Outcomes of Education; Program Design; Program Effectiveness; School Age Day Care
IDENTIFIERS- Access to Services; ERIC Digests; *Program Characteristics

The current emphasis on performance standards and testing has led schools to look to the after-school hours as time that can be spent developing children's academic skills. This digest describes types of after-school programs and discusses recent research on who participates and the effects of participation on children's school performance. The digest points out that after-school programs are sponsored and operated by many different groups, and that the programs vary in terms of their philosophy, goals, and programming. The digest then highlights research indicating that children from high-risk backgrounds have both the most to gain from after-school programs in terms of educational opportunity and the least access to after-school programs. The digest concludes by asserting that if educational benefits are the goal of after-school programs, attention needs to be focused on the quality of programs and the activities that are offered. (Contains 11 references.) (LPP)

ED 458 011 PS 029 856

Healthy Ties: The Grandparent's and Other Relative Caregiver's Guide to Health Insurance for Children.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Child Health; *Children; Eligibility; *Grandparents; Grandparents Raising Grandchildren; *Health Insurance; National Programs; Program Descriptions
IDENTIFIERS- *Childrens Health Insurance Program; *Medicaid

Noting that many grandparents and other family child caregivers are concerned because they lack health insurance or because their health insurance will not cover the children under their care, this brochure presents information on two national programs providing free and low-cost health insurance to eligible children: Medicaid and the Children's Health Insurance Program (CHIP). Presented in a question-answer format, this brochure tells family caregivers how to enroll the children they are raising in Medicaid and CHIP. Information is presented on how the two programs work, their eligibility requirements, application procedures, and special questions related to caregiver status. Also included is information on obtaining other types of information, obtaining medical care after the child is enrolled in Medicaid or CHIP, other resources on child advocacy and family support, suggestions for ways caregivers can tell others about Medicaid and CHIP, and state contacts for children's health programs. (KB)

ED 458 012 PS 029 857

Dobson, Linda
The First Year of Homeschooling Your Child: Your Complete Guide

Foreign Countries; *Infant Care; *Infants; Partnerships in Education; Preschool Education; Program Descriptions; Public Policy; Social Attitudes; State Programs; *Toddlers
IDENTIFIERS- Early Head Start; Military Day Care

This issue of "The Future of Children" focuses on the daily care of infants and toddlers in the United States, including shifting caregiving arrangement for children younger than 3 years, developmental needs of infants and toddlers, findings of recent child care studies, public opinion regarding child care, and recent innovations seeking to improve infant/toddler care. The articles are: (1) "Caring for Infants and Toddlers: Analysis and Recommendations" (Mary Larner, Richard E. Behrman, Marie Young, and Kathleen Reich; (2) "Development in the First Years of Life" (Ross A. Thompson); (3) "Child Care and Our Youngest Children" (Deborah Phillips and Gina Adams); (4) "Caring for Our Youngest: Public Attitudes in the United States" (Kathleen Sylvester); (5) "Employer Supports for Parents with Young Children" (Dana E. Friedman); (6) "Federal and State Efforts To Improve Care for Infants and Toddlers" (Jane Knitzer); and (7) "International Policies toward Parental Leave and Child Care" (Jane Waldfogel). The last chapter of the book, "Reports from the Field," compiles six articles illustrating new efforts to strengthen infant/toddler care: (1) "Family and Medical Leave: Making Time for Family Is Everyone's Business" (Lauren J. Asher and Donna R. Lenhoff); (2) "Child Care within the Family" (Caroline Zinsser); (3) "The Military Child Care Connection" (M. A. Lucas); (4) "Early Head Start for Low-Income Families with Infants and Toddlers" (Emily Fenichel and Tammy L. Mann); (5) "Starting Points: State and Community Partnerships for Young Children" (Michael H. Levine and Susan V. Smith); and (6) "Implementation of California's Children and Families First Act of 1998" (Karen A. Bodenhorn and Deborah Reidy Kelch). (All articles contain references. The book concludes with a 26-item bibliography.) (KB)

ED 458 029 PS 029 878

The Fiscal Impact of Colorado Child Care Assistance Program Payments on the Child Care Industry: An Assessment of How the Child Care Provider Underwrites Publicly Purchased Child Care, 2001.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Early Childhood Education; Employed Parents; *Family Day Care; *Financial Support; Low Income Groups; Public Policy; State Programs
IDENTIFIERS- Child Care Costs; *Colorado; *Subsidized Child Care Services

The Colorado Child Care Assistance Program (CCCAP) purchases child care for low-income families to enable their participation in the workforce. This report describes CCCAP and its effect on child care centers and family child care providers. The report notes that each county in Colorado sets the daily purchase price of child care, with most counties' purchase price below 75 percent of the open market rate. When counties purchase child care below the open market rate, child care vendors subsidize the cost of service to CCCAP clients. The report notes that the average CCCAP payment for children in child care centers is $21.94 per week less than the open market rate. Child care centers may limit the number of CCCAP children to offset their financial losses or accept no CCCAP children.

Emilia as illustrative of how nations might best respond to children's development and learning potentials--in particular, Reggio Emilia's emphasis on local processes of knowledge construction. (LPP)

ED 458 049 RC 022 443

Roberts, Dianne; Power, Kerith
Making Research Count at Minimbah Aboriginal Preschool, Armidale NSW.
PUB DATE- 98
NOTE- 12p.; Presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, South Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; *Culturally Relevant Education; Foreign Countries; Indigenous Personnel; Interviews; *Leadership Styles; Participative Decision Making; *Participatory Research; *Power Structure; Preschool Education
IDENTIFIERS- Aboriginal Australians; *Aboriginal Schools (Australia); Australia (New South Wales)

This interview with Dianne Roberts, director of the Minimbah Aboriginal Preschool in Armidale, New South Wales (Australia), explores research issues, leadership styles, and how decision making and responsibilities are handled at Minimbah. Incoming researchers must show how research will benefit the community under study, how they will work in collaboration with the people they will be researching, and how the research will contribute funds to help support Minimbah's programs. A longitudinal study of Aboriginal children at Minimbah demonstrates the advantages of this approach. Working with parents turned the research into a united community venture. Videotapes of the children were viewed by the community, and parents commented and offered conclusions. The community ended up saying how much the research benefitted the community and their children. Leadership functions at Minimbah are spread throughout the organization. Although the typical hierarchy is present within the management committee and staffing structure, individual staff members find freedom to speak and act and a measure of responsibility incorporated into each job description. Staff members have control over the budget for their own functions, and each staff member has a turn of planning and directing the programs, setting up the environment, maintaining the room, or supervising the outdoor program. This approach enables individuals to be powerful in the preschool. (TD)

ED 458 050 RC 022 561

Networks and Clusters in the Rural Challenge: A Special Report to the Rural School and Community Trust.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Elementary Secondary Education; Interschool Communication; *Networks; Organization; *Rural Schools; School Community

their own learning. Secondary ULS students work alongside people in their community to learn to be self-reliant and versatile, and to work effectively with others to solve problems. An initial chapter traces the evolution of the ULS idea. This book then explores the practical promise and soundness of the ULS idea--why Urban Little Schools will help every child succeed with dignity. Hypothetical elementary and secondary ULS illustrate the author's experiences creating such schools. In the hypothetical secondary ULS, located in formerly unused rooms in an urban church building, young people are helped to plan so they can get the most from their work with community employers and from their traditional high school subjects in the self-directed learning center. Later chapters talk about the practical nuts and bolts of starting Urban Little Schools: how natural-listener teachers might be recruited and trained, how they could learn to individualize each child's learning, how quality pilot schools might be started within a host public school district, and how all of this could be facilitated by a strong backup organization in charge of strict evaluation. Supplemental articles discuss university and ULS partnerships, exit requirements, how every child can be helped to learn with independent skill and satisfaction, and how the ERIC database works. (Contains an index.) (TD)

ED 458 068   RC 023 205

Building Exemplary Schools for Tomorrow. Fingertip Facts, 2001.
PUB DATE- 01
NOTE- 27p.; For 2000 Fingertip Facts, see ED 453 013.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *American Indian Education; Elementary Secondary Education; Family Literacy; Federal Aid; Federal Indian Relationship; *Federal Programs; Higher Education; Preschool Education; Program Descriptions; Public Agencies; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Office of Indian Education Programs

This booklet provides concise information about the schools, colleges, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 2000-2001 school year, OIEP directly served about 49,000 Native students in 185 K-12 schools operated by the BIA or by tribes with BIA funding, and indirectly served over 400,000 students through various educational programs. The BIA funded 26 tribally controlled community colleges; operated 2 postsecondary institutions; provided grants and fellowships to eligible Indian students pursuing higher education; implemented many federal programs in BIA schools; and funded programs for Indian children in public schools, a family literacy program for children aged 0-3 and their parents, and adult education programs developed by tribes. This booklet presents an overview of OIEP, its mission, U.S. government-tribal relations, and BIA schools and students; gives contact information for the 24 education line officers, school reform area specialists, special education coordinators, and tribally controlled community colleges; and describes OIEP programs, branches and divisions, professional development activities for teachers and administrators, and cooperative efforts with other agencies. (SV)

10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Thinking; Elementary Secondary Education; Foreign Countries; *Geometry; *Perception; Science Education; *Spatial Ability; *Teaching Methods
IDENTIFIERS- *Czech Republic

Space perception is necessary for work in branches of technology from the machine industry to civil, electrical, and material engineering. The spatial perception of students coming to technical universities is not highly developed. There are several reasons for this unfortunate situation: firstly, the lack of emphasis put on geometry and other subjects developing this kind of perception; and secondly, the perception of our life as flat such as viewed on television. At primary and secondary schools it is essential to support subjects enabling one to "experience" space, mainly geometry, graphic, and plastic art education, technology education, geography, etc. As for teaching geometry, it is necessary to renew its importance, firstly by better using present curricula (teacher's approach, using models, etc), and secondly by reintroducing geometry at schools where it has been abandoned. Visualizing three-dimensional objects and functions by a computer (rendering) is the latest highly effective method. The concept of the third dimension is met when working with a map in geography as well as in everyday life. The new method (Comparative Geography) is using a mountain altitude measure based on its comparison with a referential mountain. Its objective character, easy memorizability, comparability, and possibility of making altitude scales contribute to better and more frequent perception of the third dimension in the countryside. In arts and crafts, three-dimensional objects are used both directly (clay, wood, metal) and indirectly as when they are transferred to two-dimensional ones when drawing (perspective, contrast of light, color contrast). These disciplines have also been negatively affected by reducing their extent and decreasing their importance. Learners can acquire space perception better if a multi-disciplinary approach is used in education involving disciplines like art and emotional education. In this way, space perception can be enriched with a human dimension that influences not only a teenage learner's cognitive processes but also volitional acts. This principle, applied in some alternative schools, is used very little in the traditional educational system. Nevertheless, it is a developed way of applying an old J. A. Komensky principle: "We should perceive by senses as much as possible." (Author/SAH)

ED 458 089 SE 064 598

Anwar, Sohail; Favier, Patrick; Ravalitera, Guy
An International Collaboration in Engineering Project Design and Curriculum Development: A Case Study.
PUB DATE- 99
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Ostrava, Prague, Czech Republic, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

of questions related to the development of curriculum in mathematics education. The case is made that mathematics curriculum must be evaluated continuously to stay abreast of recent research results and needed trends. Also addressed is the question of how much mathematics instruction students should have. The advantages and limitations of standardized tests are discussed, and the case is made for portfolios as an effective way of recording student achievement. The final topic of discussion is the importance of philosophies of teaching and learning for practice. (Contains 10 references.) (MM)

ED 458 114 SE 065 254

Din, Feng S.; Whitson, James M.
The Effects of Using the TI92 Calculator as a Demonstration Device in Geometry Instructions.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; *Geometric Concepts; *Graphing Calculators; *Mathematics Instruction; Secondary Education

This study investigated the effects of using the TI-92 calculator to demonstrate geometric diagrams to students in class. The participants (N=83) were from three 10th grade classes. A pretest, treatment, posttest with control group design was used in the study. The treatments lasted for 12 weeks. Results from data analyses via the Dependent t-test and the ANCOVA test indicated that for the within-class comparisons, all classes made significant gains in their geometry learning, and no significant differences were found from the between-class comparisons, which indicates that the TI-92 calculator can be used as an effective demonstration device in geometry instructions. (Contains 29 references.) (Author/MM)

ED 458 115 SE 065 256

Din, Feng S.; Wienke, Erin
The Effects of Flash Card Use on Students' Comprehension of Chemistry Vocabulary.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Nomenclature; *Chemistry; *Grade 10; High Schools; *Science Instruction; Vocabulary
IDENTIFIERS- *Flash Cards

This study investigated the effects of flash card use on students' comprehension of chemistry vocabulary. Participants of the study were students (n=70) from three 10th grade chemistry classes. The study utilized a pretest, treatment, posttest with control group design. The study lasted for 12 weeks. Results from Dependent t test indicated that all 3 classes made significantly more gain in chemistry terminology comprehension; analysis with the ANCOVA test showed that only 1 experimental class (out of 2 experimental classes) made significantly more gain than the control class did. The findings suggest that flash cards can be used to effectively help teachers teach, and students learn and comprehend chemistry vocabulary. (Author/YDS)

in the 1999-2000 Series.
PUB DATE- 00
NOTE- 24p.; Accompanying videotape not available through ERIC. For other documents in series, see SE 065 306-312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; Astronomy; Elementary Education; *Geometry; Lesson Plans; Mathematics Activities; Mathematics Instruction; *Ratios (Mathematics); Science and Society; *Science Education; *Space Exploration; Space Sciences
IDENTIFIERS- *Spacecraft

This teaching unit is designed to help students in grades 4-8 explore the concepts of scaling and proportion in the context of spacecraft design. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a storyline presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The story line for this unit is students learning why scaling and proportion are important factors in spacecraft design. (MM)

ED 458 140 SE 065 311

Proportionality: Modeling the Future. NASA Connect: Program 6 in the 1999-2000 Series.
PUB DATE- 00
NOTE- 15p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 306-312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; *Air Transportation; Astronomy; Elementary Education; *Geometry; Lesson Plans; Mathematics Activities; Mathematics Instruction; *Ratios (Mathematics); Science and Society; *Science Education; Space Sciences
IDENTIFIERS- *Aircraft; *Aircraft Design

This teaching unit is designed to help students in grades 4-8 explore the concepts of scaling and proportion in the context of spacecraft design. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a storyline presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The story line for this unit is students examining how patterns, measurement, ratios, and proportions are used in research, development, and production of airplanes. (MM)

ED 458 141 SE 065 312

This document is designed to assist classroom teachers in preparing students to complete successfully the social studies component of the Alabama High School Graduation Exam (AHSGE). The teaching strategies, activities, and resources herein are meant to assist teachers in specifically addressing the mandated standards and objectives of the AHSGE. These suggested activities have been correlated with "Alabama Course of Study: Social Studies, Bulletin 1998, No. 18" and "Standards and Objectives (Social Studies) for Alabama High School Graduation Exam, Bulletin 1998, No. 13." However, due to the volume of skills and eligible content that will be tested, this document is not intended to be an exhaustive coverage of the required skills and content. The document contains these sections: "Alabama High School Graduation Exam (AHSGE) General Information"; "Social Studies Subject-Area Test Information"; "How Can Teachers Most Effectively Use this Social Studies Document?"; "Instructional Strategies and Techniques"; "Suggestions for Preparing and/or Remediating Students for Success on the AHSGE"; "Motivational Ideas"; "Activities" ("Standard I: The Student Will Understand the Global Influence of the Pre-Colonial and Colonial Eras of the Western Hemisphere"; "Standard II: The Student Will Understand the Formation and Development of the United States"; "Standard III: The Student Will Understand the Eras of Revolution, Expansion, and Reform Prior to the United States Civil War"; "Standard IV: The Student Will Understand Concepts Related to the United States Civil War Era"; "Standard V: The Student Will Understand the Concepts and Developments of the Late 19th to the Early 20th Centuries"; "Standard VI: The Student Will Understand the Causes and Effects of World War I"; and "Standard VII: The Student Will Understand the Great Depression and World War II"); "Resources"; "Item Specifications: Social Studies"; and "Item Specifications: Reading Comprehension." (BB)

ED 458 164   SO 033 058

Stark, Rosalind G.
Media Ethics: Where Do You Draw the Line? A Case Study Approach to Understanding News Coverage and Journalistic Decision-Making. For Students and Teachers in High School and College.
PUB DATE- 99
NOTE- 129p.; Includes the report, "Jonesboro: Were the Media Fair?"
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ethics; High Schools; Higher Education; Journalism History; Journalism Research; *Mass Media; Mass Media Role; *News Media; *News Reporting; Social Studies

This teaching package, for teachers and students in high school and college, has been developed to give students an in-depth look at the media in the United States, with an emphasis on the values, standards, and practices of good journalism. The material will have particular use in journalism courses and in social studies (history, government, political science, world geography) courses. Students who work on school publications or with electronic media will find the material relevant. This curriculum guide contains: a teacher's guide; transparencies of cases from the Newseum's Ethics Center; and "Jonesboro: Were the Media Fair?"--a report published by The Freedom Forum. The

War protesters. In each case, U.S. citizens tended to support the abnegation of rights for unpopular minorities. Opposition to intolerance and support for minority rights among the populace, however, can be developed through effective teaching of political tolerance in elementary and secondary schools. This digest discusses: (1) findings of research on political tolerance; (2) guidelines on teaching for political tolerance; and (3) positive consequences of effective teaching for political tolerance. (Contains 10 references.) (BB)

ED 458 187 SP 040 019

Collaborative Classroom Management. Video to Accompany "A Biological Brain in a Cultural Classroom: Applying Biological Research to Classroom Management." Videotape .
PUB DATE- 01
NOTE- 0p.; Videotape not available from ERIC. For "A Biological Brain...", see ED 442 749.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Brain; *Classroom Techniques; Democracy; Elementary Secondary Education; Higher Education; *Interpersonal Competence; Interpersonal Relationship; Student Attitudes; *Student Behavior; *Student Participation; Teacher Student Relationship
IDENTIFIERS- Neurobiology

This 43-minute VHS videotape is designed to be used in course and workshop settings with "A Biological Brain in a Cultural Classroom: Applying Biological Research to Classroom Management." The videotape's principal values are as an introduction to the issues explored in the book and as a catalyst for group discussions and activities related to behavior and collaborative classroom management. The videotape is divided into three segments: Democracy in the Classroom, The Neurobiology of Social Behavior, and Creating a Collaborative Classroom. The book and videotape focus on the need for students to develop the attitudes, knowledge, and skills required of citizens in a democratic society. Activities described in the book focus on: simple explorations of key energy, space, time, movement, and biological and cultural range concepts that relate to management (the ways in which the brain manages its brain-body tasks and the ways in which a class group can manage its activities) and specific suggestions for collaborative classroom management. (SM)

ED 458 188 SP 040 090

Auh, Myung-sook
Effects of Using Graphic Notations on Creativity in Composing Music by Australian Secondary School Students.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Foreign Countries; Grade 7; Junior High School Students; Junior High Schools; Learning Strategies; Males; *Musical Composition
IDENTIFIERS- Australia; *Graphic Representation; *Music Notation

This study investigated whether composing music with graphic resources at high-need schools by creating local education action projects; develop a fully prepared, highly skilled teaching force better suited to California's changing demographics; eliminate barriers that prevent qualified people from becoming teachers, including the CBEST; significantly increase teacher compensation across the state and provide incentives for teaching in high-need schools; and aggressively institute programs to attract more teachers of color. (Contains 58 bibliographic references.) (SM)

ED 458 206   SP 040 346

Michalski, Marina, Ed.
Innovative Discipline. NEA Teacher-to-Teacher Books.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Secondary Education; Independent Study; Peer Mediation; Social Support Groups; *Student Behavior; Total Quality Management
IDENTIFIERS- *Positive Behavioral Support

This book presents stories from teachers nationwide who tackled specific discipline challenges. Chapter 1, "Taking the Total Quality Road" (Judi Call, Beth Ziecheck, Janice Wright, and Kenneth Rigsby), discusses the use of Total Quality Management (TQM) in developing classroom management systems, explaining how Florida elementary teachers successfully used TQM. Chapter 2, "Playground Peacemakers" (Donna Johnson and Marcy Eisele), discusses the use of trained peer mediators to settle most playground disputes at one elementary school. Chapter 3, "A Justice System of Their Own" (Fronda Yancy), describes a student-operated court which handles all minor behavior disturbances at one Kentucky middle school. Chapter 4, "Heart to Heart" (Susan Adler), describes a support group which allows Tennessee sixth graders to handle problems in positive, appropriate ways. Chapter 5, "Having a Great Day at Chickasha" (Jane Dabney, Sharon Wilson, Rita Cavin, and Vickie Holloway), describes how teaching staff at one Oklahoma middle school developed discipline initiatives that turned the troubled school around. Chapter 6, "Managing Your own Flight Plan" (Sandi Redenbach), describes how California high school students pilot their own course to success through an independent study program that promotes integrated discipline. A list of discipline resources is included. (SM)

ED 458 207   SP 040 349

Odden, Allan; Kelley, Carolyn
Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools. Second Edition.
PUB DATE- 02
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Awards; Educational

narrowed the gap between ELL and non-ELL students was linguistic modification of questions with excessive language demands. Providing extra time, using a glossary of key terms on the test plus extra time, or reducing the language complexity of the test questions resulted in substantially higher scores for ELL and non-ELL students. The brief provides eight recommendations for policymakers involved in the inclusion of ELL students. These include developing a common definition of ELL students, taking students' backgrounds into account, modifying tests or providing accommodations in accordance with educational research, and monitoring and evaluating accommodations closely. (SLD)

ED 458 226 TM 033 386

Mather, Nancy; Wendling, Barbara J.; Woodcock, Richard W.
Essentials of WJ III TM Tests of Achievement Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 01
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Adults; Children; Elementary Secondary Education; *Evaluation Methods; *Scoring; *Test Interpretation; Test Use; Testing Problems
IDENTIFIERS- *Woodcock Johnson Tests of Achievement

The widely used Woodcock Johnson (WJ) Test of Achievement has been separated into two distinct tests, Achievement and Cognitive Abilities. This book is designed to help busy mental health professionals acquire the knowledge and skills they need to use the third revision of the WJ Tests of Achievement (WJ III ACH) , including administration, scoring, and interpretation of the tests. The chapters are: (1) "Overview"; (2) "How To Administer the WJ III ACH"; (3) "How To Score the WJ III ACH"; (4) "How To Interpret the WJ III ACH"; (5) "Strengths and Weaknesses of the WJ III ACH"; (6) "Clinical Applications of the WJ III ACH"; and (7) "Illustrative Case Reports." Three appendixes discuss fine points of WJ III ACH administration and frequently asked questions about the WJ III ACH and provide a table for converting z-scores to percentile ranks or standard scores. An annotated bibliography lists seven sources for additional information. (Contains 4 figures, 23 tables, and 67 references.) (SLD)

ED 458 227 TM 033 387

Speas, Carol; Burch, Glenda
State of the System. E&R Report.
PUB DATE- 01
NOTE- 20p.; "Contributing Staff: Juliana Muli." For the 1999 report, see ED 435 715.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Dropouts; Educational Finance; Educational Trends; Elementary Secondary Education; *School Districts; Test Results
IDENTIFIERS- *Educational Indicators; *Wake County Public School System NC

increases since 1995 for AP and 1996 for IB. Performance as measured by the percentage of AP examinations scoring in the high range, however, continued a moderate but steady decline, likely due in part to the rapid increase in the number of AP examinees. Asian American and White students continued to outscore African American and Hispanics on AP and IB examinations. Comparisons of AP results to those from other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 2000-2001 biennium, as well s the funding available through federal and local incentive programs, helped provide many necessary supports for substantially increasing the numbers of Texas high school students taking the AP and IB courses and examinations during the year. Appendixes contain summary tables, results by district, and results by district analysis categories. (Contains 30 tables, 6 figures, and 65 references.) (SLD)

ED 458 248 TM 033 410

Curry, Janice
Prekindergarten Evaluation, 2000-01.
PUB DATE- 01
NOTE- 38p.; For the 1999-2000 evaluation, see ED 450 140.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Language Tests; Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; *Receptive Language; Spanish; Spanish Speaking
IDENTIFIERS- *Austin Independent School District TX; Peabody Picture Vocabulary Test

The prekindergarten (pre-K) program is an important part of the systemic effort by the Austin Independent School District, Texas (AISD) to help every student meet the state's student performance standards. In 2000-2001, 41 of the district's schools offering pre-K (79% of all elementary schools) had full-day programs and 17 had half-day programs. A total of 3,441 4-year-olds attended pre-K during 2000-2001. Program effectiveness was determined by gains from pretest to posttest on the English language Peabody Picture Vocabulary Test-III and the Spanish language Test de Vocabulario en Imagenes Peabody, tests that measure knowledge of receptive vocabulary in English or Spanish respectively. Both English-only and Spanish limited-English-speaking students began the school year with lower pretest scores on the Picture Vocabulary Test than in previous years. Seventy-six percent (n=1,553) of all students scored in the average range, or above, at the posttest when tested in their native language. Many changes occurred in length of day and length of year in the AISD in 2000-2001, and consequences of these changes are summarized. In 2001-2002, the same vocabulary tests will be administered to pre-K students to measure growth in receptive vocabulary. The report includes recommendations for the evaluation of the pre-K programs in the 2001-2002 school year. Appendixes list the pre-K programs, summarize vocabulary test scores, and contain teacher responses from the evaluation of the "Prekindergarten Curriculum Guidelines" training. (Contains 15 figures and 11 references.) (SLD)

ED 458 249 TM 033 411

Niemeyer, Judith; Scott-Little, Catherine
Assessing Kindergarten Children: A Compendium of Assessment

"excellent" by human raters. The research demonstrated applications of lexical semantic techniques for free-text responses of varying length and in different subject domains. Prototype designs and the results of the different prototype applications are discussed. (Contains 5 tables and 23 references.) (SLD)

ED 458 269 TM 033 432

Trenta, Louis; Newman, Isadore
Evaluation of an On-Going Block Scheduling Program.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; *Block Scheduling; *Grade Point Average; *High School Students; High Schools; *Time Factors (Learning); Urban Schools
IDENTIFIERS- Ohio Ninth Grade Proficiency Test

The block scheduling program used in a high school in a small Midwestern city was evaluated, considering the "hard" data of effects on grade point average (GPA) and attendance, but not information about student attitudes and perceptions. Data were available for approximately 500 students from the classes of 1997 (before the block scheduling), 2000, 2001, and 2001. The relationship between block scheduling and cumulative GPA was not significant, but there was a significant positive relationship in terms of the four individual subject areas. Data suggested that block scheduling had an influence on passage of the Ohio Proficiency Test (OPT) for those students who did not pass the test before starting high school. Trends relating block scheduling to attendance were not clear. Also studies was the relationship between participating in the school band and student grades. The relationship was significant in mathematics, English, and social studies, but not in science. The block schedule did not appear to affect this relationship, and the relationship between participating in band and passing the OPT was a matter of chance. All the data that were significant were supportive of block scheduling, but not all data were significant. Six appendixes contain tables of study data. (SLD)

ED 458 270 TM 033 433

Edlger, Marlow
Assessing the Social Studies Curriculum.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; *Curriculum; Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Social Studies

The social studies curriculum should be assessed continuously to bring in the latest research, trends, and recommendations of experts. A survey of teachers, administrators, parents, and other community members may be conducted to determine preferences for the curriculum. An effort should be made to

DESCRIPTORS- *Academic Accommodations (Disabilities); *Educational Testing; Elementary Secondary Education; *Inclusive Schools; *Limited English Speaking; Second Language Learning; State Programs; *Testing Problems; Testing Programs
IDENTIFIERS- ERIC Digests

This digest presents an overview of accommodations for students of limited English proficiency (LEP) and an overview of inclusion practices on statewide assessments, with emphasis on the accommodation known as linguistic simplification. The inclusion of LEP students in statewide testing programs over the last decade has been uneven. In the mid-1990s, 44 of the 48 states with state assessment programs permitted English language learners (ELLs) to be excused from one or more assessments. A study of state inclusion policies and accommodations for ELLs in the 1998-1999 school year showed that most states were trying various accommodations for ELLs. Appropriate test accommodations level the playing field and help ensure the validity of the test for all students by eliminating irrelevant obstacles. It is important to identify appropriate, valid, and reliable accommodations so that students who receive them do not receive a demonstrable advantage over those who do not. Two recent studies that explored the effects of linguistic simplification as an accommodation illustrate the complexity of the issue. The result of the process of linguistic simplification must be to make the item accessible to ELLs without altering the difficulty of the content. This is not always possible. Further studies are necessary to address the usefulness of linguistic simplification for LEP students taking formal and high stakes assessments. (Contains 11 references.) (SLD)

ED 458 290   TM 033 454

Rudner, Lawrence; Gagne, Phill
An Overview of Three Approaches to Scoring Written Essays by Computer. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Based on an article appearing in "Practical Assessment Research and Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; *Essays; Grading; Higher Education; *Scoring; *Test Scoring Machines; *Writing Evaluation
IDENTIFIERS- ERIC Digests; *Project Essay Grade

This digest describes the three most prominent approaches to essay scoring by computer: (1) Project Essay Grade (PEG), introduced by E. Page in 1966; (2) Intelligent Essay Assessor (IEA), introduced for essay grading in 1997 by T. Landauer and P. Foltz; and (3) e-rater, used by the Educational Testing Service and developed by J. Burstein. PEG grades essays primarily on the basis of writing quality. The underlying theory is that there are intrinsic qualities to a person's writing style called "trins" that need to be measured, analogous to true scores in measurement theory. PEG uses approximations of these variables, "proxes," to measure these traits. Research of more than 30 years shows consistently high correlations between PEG and human raters. IEA identifies which of several calibration documents is most similar to the new

Test-Driven Reform" (Barbara Miner) and "The Educational Costs of Standardization" (Linda McNeil); and (7) "Resources" (a glossary and resources on standards and assessment). (SM)

ED 458 311 UD 034 448

Brownsberger, William N.; Aromaa, Susan
An Empirical Study of the School Zone Law in Three Cities in Massachusetts.
PUB DATE- 01
NOTE- 59p.; Funded by the Shaw and Harpel Foundations.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Legislation; Elementary Secondary Education; Law Enforcement; Poverty; *School Safety; Urban Areas; Urban Schools
IDENTIFIERS- *Drug Free School Zones; *Drug Trafficking; Massachusetts

This study of the 1989 Massachusetts' School Anti-Drug law reviewed 443 drug dealing cases in three cities. After selecting cities and drug dealing cases, researchers reviewed District Attorney case files and extracted selected data items (primarily from police reports). They mapped incident locations, schools, and parks in the cities; computed distances from drug dealing incident locations to schools and parks; analyzed time/date and geographic factors influencing case outcomes; and analyzed the geography of drug dealing with reference to the school zone law. Although few drug dealing cases involved sales to minors, most occurred within school zones (due to the density of schools in high poverty/high drug dealing areas). In most school zone cases, defendants pleaded to lesser charges and received lesser sentences. The study concludes that the school zone statute does not make areas around schools particularly safe for children, cannot reasonably be expected to do so, and is not used by prosecutors in a way calculated to move drug dealing away from schools. Instead, the law operates generally to raise the penalty level for drug dealing and does so in ways that are unpredictable for defendants. Individual school data are appended. (SM)

ED 458 312 UD 034 465

Brown, Prudence; Butler, Benjamin; Hamilton, Ralph
The Sandtown-Winchester Neighborhood Transformation Initiative: Lessons Learned about Community Building and Implementation.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Enterprise Foundation, Columbia, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Community Change; *Community Development; Elementary Education; *Neighborhood Improvement; *Poverty; Program Development; Program Evaluation; School Effectiveness; Urban Areas; *Urban Renewal
IDENTIFIERS- *Maryland (Baltimore)

This report documents results of Baltimore's Sandtown-Winchester Neighborhood Transformation (NT) Initiative, focusing on key decisions that helped shape the initiative. NT was one of the first attempts to systematically bring together diverse strands

These three issues of 2000-2001 "Focus" present a collection of papers focusing on issues related to poverty. The first issue discusses child support enforcement policy and low-income families, highlighting such issues as fragile families and child wellbeing; low-income families and the child support enforcement system; child support enforcement policies and never-married mothers; reshaping child support strategies for welfare families; the welfarization of family law; and child support policy regimes in the United States, United Kingdom, and other countries. The second issue focuses on understanding poverty, including such topics as mobility, persistence, and the intergenerational determinants of children's success; health policies for the nonelderly poor; reducing poverty through human capital investments; redefining the social contract for poor citizen families with children; housing discrimination and residential segregation as causes of poverty; and the role of group affiliations in determining socioeconomic outcomes. The third issue highlights such topics as evaluating welfare reform in an era of transition; the private food assistance network; medical spending, health insurance, and the measurement of U.S. poverty; incarceration, unemployment, and inequality; racial disparities in imprisonment; and United States poverty in a cross-national context. (SM)

ED 458 332 UD 034 551

All for All: Strengthening Community Involvement for All Students.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizen Participation; Educational Finance; *Educational Improvement; Educational Quality; Elementary Secondary Education; Public Opinion; *Public Schools; *School Community Relationship; School Surveys
IDENTIFIERS- *Local Education Funds

This report presents findings from a national poll that examined the attitudes of U.S. residents about and commitment to their local public schools. The poll and focus groups investigated the importance of public schools as a community resource, the role of individual citizens in solving community problems and addressing community needs, community involvement in supporting and improving local public schools, and general reactions to the concept of local education funds. Respondents were very willing to become more involved in supporting and improving their local public schools. They viewed public schools as a resource benefitting the entire community. They considered improving the quality of education a top priority. While concern about education and the quality of public schools was high, so was respondents' willingness to get involved to help improve schools. To improve local public schools, respondents identified solutions entailing more community effort and more community support. Respondents reacted positively to the concept of local education funds (LEFs) and were interested in donating time and money to such organizations. LEFs are community-based organizations that help develop and implement local public school improvement strategies, broker resources, and award grants; independent of the school districts they serve, LEFs bring together a wide range of stakeholders and serve a significant population of disadvantaged students. Despite respondents' focus on education and willingness to analyzing bilingual education preservice teachers' learning outcomes in a computer literacy course; the next generation of professional development; the role of IT in the classroom and its implications for preservice teacher education; a planning model for integrating technology and educational methodologies in the preservice teacher education program; curriculum models for computing and IT; economics, information literacy, and teacher education; constructivist use of technology; understanding the leadership role in promoting reading outside the classroom; technological capacities of distance education teachers; standards-based reflection; anchored instruction using WebQuests in post-baccalaureate teacher education courses; virtual learning, Web videos, and elementary mathematics teacher education; teacher education changes, transitions, and substitutions; graphic representations for learning; observations of the computer use of preservice teachers; using Dreamweaver 3 for generating preservice Web-based teaching portfolios; perceptions of preservice teachers' technology competency skills in Arizona; learning with Internet resources; culture clash in the college classroom; using multimedia and technology to teach mathematics and science; preparing teachers to succeed in online professional development courses; empowering teacher through cognitive literacy skills development; teacher preparation and online learning; addressing teacher concerns toward technology; technological tools and mathematical guided discovery; the R.O.A.D. (Read, Own, Apply, Discuss) system for enhancing teacher professional growth; building a professional cyberspace community; Internet use in teacher education; student teacher educational technology use; a collaborative teacher preparation technology project; educational technology at the University of Florida; assessing faculty attitudes toward information technology; a collaborative approach to integrating technology and information literacy in preservice teacher education; PT3 (Preparing Tomorrow's Teachers to use Technology) first year accomplishments; reducing distances between colleges via Web CT; technology and problem-based learning; effectiveness of an exemption exam for an introductory educational technology course; and a computer endorsement program. Most papers contain references. (MES)

ED 457 834 IR 020 904

Pierson, Melissa, Ed.; Thompson, Mary, Ed.; Adams, Angelle, Ed.; Beyer, Evelyn, Ed.; Cheriyan, Saru, Ed.; Starke, Leslie, Ed.
PT3 Papers. SITE 2001 Section .
PUB DATE- 01
NOTE- 358p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures and text may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Information Technology; Instructional Development; *Teacher Education; *Technology Integration
IDENTIFIERS- Learning Environments; *Technology Utilization

This document contains the papers on the PT3 (Preparing Tomorrow's Teachers to use Technology) program from the SITE (Society for Information Technology & Teacher Education) 2001 national probability sample of public school districts; a probability sample of schools nested within the selected district sample; and a probability sample of teachers nested within the school sample. This sampling design allows for the analysis of interrelationships of policies and programs at all levels of the educational system. This document presents the survey forms, followed by a section on "Budget & Legislation Headlines." The first survey is the WWW Survey of State Technology Coordinators. Sections in this survey include: (1) Statewide Infrastructure and Support; (2) Standards, Assessments and Integration of Technology; (3) Technology Resources; (4) Evaluation of Educational Technology Initiatives; and (5) comments on the survey. The next survey is the WWW Survey of District Technology Coordinators. Sections include: (1) The Role of Technology in the District: Technology Planning; (2) The Role of Technology in the District: TLCF Funding; (3) Technology Resources: Use of Funds for Educational Technology; (4) Technology and Instruction: Professional Development and Technical Support; (5) Technology and Instruction: Equipment Availability and Use; (6) Technology and Instruction: Use of Software and Online Resources in the Curriculum; (7) Technology and Instruction: Connectivity to Networks and the Internet; (8) Evaluation of Technology Initiatives; and (9) Respondent Background and Final Thoughts. Next is the Survey of Directors of Technology Fiscal Survey, Information on Expenditures, and Sources of Funds for Educational Technology. The WWW E-Rate Survey is next, followed by the WWW School Survey. Sections in the School Survey include: (1) School Background Information; (2) Educational Technology Planning; (3) Resources for Educational Technology; (4) Equipment Availability and Use; (5) Connectivity to Networks and the Internet; (6) Technical Support for Educational Technology; (7) Technology and the Learning Environment; (8) Teachers and Professional Development; and (9) Respondent Background and Final Thoughts. The Teacher Survey is the final survey included. (AEF)

ED 457 852 IR 021 007

Kuntz, Patricia S.
The Status of African Studies Digitized Content: Three Metadata Schemes.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *African Studies; *Information Management; Information Retrieval; Internet; *Metadata; Use Studies; User Needs (Information); *World Wide Web
IDENTIFIERS- Dublin Core; MARC

The proliferation of Web pages and digitized material mounted on Internet servers has become unmanageable. Librarians and users are concerned that documents and information are being lost in cyberspace as a result of few bibliographic controls and common standards. Librarians in cooperation with software creators and Web page designers are discussing different strategies for organizing materials which will make the items accessible to users. Metadata applications appear to be the solution. However, librarians and their colleagues have not agreed upon which standard is most appropriate for which type of document and which type of user. This paper explores the status of metadata applications among Africana librarians at various institutions in their effort to disseminate information about messaging software to Web contact center software. Many libraries and organizations have recognized the benefits of providing digital reference service through collaborative services. Collaborative digital reference services provide many benefits, such as allowing individual institutions to share expertise and resources, expanding hours of service, and providing access to a larger collection of knowledge. Challenges of collaboration can include ensuring the quality and consistency of responses, reaching consensus in developing procedures and policies, and configuring technology that can be best accessed and used by each participating group. With the growth of digital reference services and collaborative networks, there is a clear need for standards to ensure service quality and interoperable technology. Several efforts have been developed to identify standards in these areas, including the Virtual Reference Desk Project, Question Interchange Profile, and KnowledgeBit. As more libraries and organizations provide digital reference service and face issues regarding technology, procedure, and partnerships, these and other standards efforts will lead digital reference into the future. (Contains 24 references.) (AEF)

ED 457 870 IR 058 389

Parry, Norm
Small Public Libraries Can Serve Big. ERIC Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Information Services; *Library Development; Library Planning; *Library Services; *Public Libraries; Strategic Planning; User Needs (Information)
IDENTIFIERS- *Customer Services; ERIC Digests; *Small Libraries

Small public libraries can deliver service like big libraries, without sacrificing hometown warmth and charm. By borrowing strategies used by successful small businesses in the private sector, defining goals and exploiting low cost technologies, small public libraries can serve customer wants as well as much larger institutions. Responding to just three strategic questions, any small library can improve customer service, make better use of available resources and open up new service opportunities, without a bigger building, budget or book collection. Each of these questions is discussed in the digest: What business are you in? What do your customers want? How do you get it for them? By focusing efforts strategically on well-defined customer preferences, buying, getting and borrowing strategically, and defining the mission realistically, small public libraries can be "big" in customer service and satisfaction. (AEF)

ED 457 871 JC 000 689

Barney, Dave, Ed.
De Anza College Self Study Accreditation. Report of the Institutional Self Study for Reaffirmation of Accreditation.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

Year Colleges
IDENTIFIERS- *Texas

This paper reports that black male students enrolled in Texas community colleges generally have a lower rate of degree completion than that of their white counterparts. However, some institutions have higher rates of black male graduation than do others. The purposes of this study were to ascertain which Texas public community colleges have been able to graduate the highest percentage of black males and to analyze the factors contributing to that achievement. An institutional questionnaire designed to elicit information regarding policies and/or practices directly related to the retention of black male students was mailed to colleges that have highest (top 25%) and lowest (bottom 25%) black male graduation rates. Sixty-one colleges were involved in this mailing (67% response rate from top quartile and 47% response rate from bottom quartile). Then, on-site, qualitative case studies were conducted at one institution each from the top and bottom quartiles. Institutional settings, policies, procedures, programs, and culture were examined in the case study campus for clues concerning their black male retention rate. The following retention strategies were identified as possible contributive factors to the high-retention rate: freshman-only advising, orientation courses for credit, monitoring of at-risk student attendance, targeting minority groups with specific retention plans, and required tutorial and mentoring activities for certain at-risk students. (Contains 31 references.) (GC)

ED 457 891 JC 010 641

Critical Success Factors for the North Carolina Community College System, 2001. Twelfth Annual Report.
PUB DATE- 01
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; *Community Colleges; *Educational Assessment; Educational Finance; Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *North Carolina

This Critical Success Factors Report is an accountability document for the North Carolina Community College System; it is also the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The 12 performance measures for accountability, also labeled as the 12 core indicators of student success, include: (1) progress of students' basic skills; (2) passing rates on licensure and certification exams; (3) goal completion for program completers and noncompleters; (4) employment status of graduates; (5) performance of college transfer students; (6) developmental course passing rates; (7) success of developmental students in college level courses; (8) student satisfaction; (9) curriculum student retention and graduation; (10) employer satisfaction with graduates; (11) client satisfaction with customized training; and (12) program unduplicated headcount enrollment. Highlights include: (1) for the year 2000, 45 of the 58 community colleges met the required basic skills standard; (2) in 1999-2000, 40 community colleges met or exceeded the aggregate institutional passing rate of 80% on licensure and certificate examinations; (3) the system average for the employment of 1999-2000 graduates was 99.8%; and (4) for students who completed an associate degree in 1997-

examine: (1) the labor market returns to two-year college; (2) whether attendance at a two-year college helps students to transfer to a four-year college; and (3) whether reducing the costs of college would alter attendance by enough to affect wages or income. The author used a sample of 3,202 individuals and 31,632 person years from an original NLSY sample of 12,686 men and women between the ages of 14 and 21. The results from this study suggest that the labor market benefits of two-year college attendance are much larger than previously reported, and are realized very early in men's careers. Between 1967 and 1994, two-year college attendance increased from 21% of all college students to 40%. Two-year college attendance is estimated to raise wages and expected annual income. Students with one year of two-year credits are expected to earn 8.5% more than those with a high school diploma. The author also finds that reductions in tuition costs of $300 and $700 per year would raise college attendance and translate into moderate wage and earnings gains. (Contains tables, figures, and 29 references.) (NB)

ED 457 911 JC 010 667

Miller, Nancy Carol
Perceptions of Motivation in Developmental Mathematics Students: I Would Rather Drill My Own Teeth.
PUB DATE- 00
NOTE- 203p.; Doctoral Dissertation, University of Texas, Austin.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; *Developmental Studies Programs; Mathematics Achievement; *Mathematics Anxiety; *Remedial Mathematics; *Student Attitudes; *Student Motivation; Two Year Colleges

The purpose of this dissertation was to describe motivation in developmental mathematics students, particularly in low-performing students. Data collection involved interviews with developmental mathematics faculty members who were asked to describe the motivation of developmental mathematics students, analyses of student learning journals, and emergent interviews with developmental mathematics students who were not successfully completing their courses. Most low-achieving students fell into one or more categories: (1) mathematics anxiety; (2) job, class, and/or family responsibility overload; and (3) lack of perception of the relevance of mathematics. Many students allowed emotions or attitudes to influence their motivation to learn mathematics. However, with early success in their mathematics classes or instilled beliefs that mathematics was useful or interesting, many students began to move beyond the barriers by constructing new motivations. The primary finding connects cognition with motivation. It was found that motivation was not necessarily a precursor to understanding. Rather, understanding mathematics seemed to enhance students' motivation to learn. (Contains 79 references.) (GC)

ED 457 912 JC 010 668

Ness, Jean Kelly Echternacht
American Indian Completers and Noncompleters in a Tribal and Community College in Northern Minnesota.
PUB DATE- 01
NOTE- 231p.; Doctoral Dissertation University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

A Chaos-Theory Metaphor for Strategic Planning in Higher Education: An Exploratory Study.
PUB DATE- 99
NOTE- 164p.; Doctoral Dissertation, University of Tennessee at Knoxville.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrative Organization; *Chaos Theory; *Educational Planning; Higher Education; *Metaphors; Models; School Organization; Social Theories; Strategic Planning; *Systems Approach; Universities

This dissertation is based on the ideas that: (1) metaphor is essential to the conception of and life in organizations; (2) the dominant organizational metaphor of life within universities, particularly from an administrative perspective, is Newtonian/mechanical; and (3) a metaphoric perspective grounded in chaos theory might be helpful in approaching the specific institutional function of planning. Put forward are 10 propositions derived from a coincident consideration of chaos theory--the study of complex, replicated patterns in seemingly random phenomena--and of classic and progressive prescriptions for strategic planning. These propositions include: (1) the ideal outcome of planning is planning, not a plan; (2) planning begins with a distillation of the institution's key values and purposes; (3) the widest possible universe of information should be made available to all members of the institution--this universe includes ongoing, rich, and current feedback; and (4) dissent and conflict are creative, healthy, and real. These propositions were examined in the context of planning experiences at four diverse institutions. The propositions and the descriptive enrichment they received through the case-study database formed an extended metaphor that provided a conceptual coherence for successful practices in strategic planning, and therefore, a general, prescriptive approach or model for institutions embarking on planning efforts. (Contains 133 references.) (GC)

ED 457 932 JC 010 690

DeLisse, Regina L.
Rationale for Computer Ethics Policies and a Model Policy for the North Carolina Community College System.
PUB DATE- 00
NOTE- 276p.; Doctoral Dissertation, University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges; Computer Uses in Education; *Educational Technology; *Ethical Instruction; *Ethics; Privacy; *Student Behavior; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This study addresses new concerns of higher education organizational leaders as a result of the extended use of information technology on college campuses. Some of the most important and controversial issues include ethical and legal matters such as privacy, freedom of speech, intellectual property, and legislative attempts for Internet regulation. A survey of community college administrators and system administrators in the North Carolina Community College System was conducted. This survey was designed to explore the extent to which various unethical or antisocial incidents have occurred in computer labs or elsewhere on the campuses, and to appropriate and progressive mandate; (2) a commitment to accessibility; (3) responsiveness to the labor market; and (4) organizational effectiveness. This report also identifies the challenge of increasing Aboriginal access and success as a major priority. In addition, SIAST will seek alliances and partnerships with business, industry, and other institutions. Other highlights include: (1) SIAST's FTE for 2000 was 10,322, with 2,390 students in adult basic education courses; (2) a total of 3,475 total graduates from 187 programs in 2000 were surveyed for the Graduate Employment Survey; 68% responded. Ninety-six percent rated the overall program quality as good to excellent, while the average salary for respondents in full-time, training related occupations was $2,049 per month; and (3) SIAST's estimated economic impact in 1999-2000 was calculated by taking the sum of direct and estimated indirect expenditures. The impact on the city of Moose Jaw was $55.2 million, and the impact on Saskatoon was an estimated $80.8 million. Includes statements of financial assets and liabilities, with breakdowns of cash flow. (Contains 16 tables.) (NB)

ED 457 952 JC 020 041

SIAST Education Equity Program Annual Monitoring Report Summary, 1999-2000.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; *Disabilities; Employed Women; *Equal Education; *Ethnic Groups; Foreign Countries; Gender Issues; *Indigenous Populations; Learning Disabilities; Minority Groups; Nondiscriminatory Education; Race; Two Year Colleges
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

This annual report for 1999-2000 monitors the Education Equity Program for the Saskatchewan Institute of Applied Science and Technology (SIAST). The program assures potential students access to adult and postsecondary educational opportunities such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan. SIAST offers the program to students in all areas: certificate and diploma, basic education, extension, and apprenticeship programs. The program's long-term goal is to achieve a representative student body. In order to achieve this goal, a percentage of seats are allocated for some underrepresented student groups. The participation goals are based on the Saskatchewan work force, while the long-term goals are based on the percentage of designated group persons in the working age population as of June, 1996. The percentages are as follows: (1) persons of Aboriginal ancestry, 12%; (2) persons with disabilities, 10%; (3) persons of visible minority, Regina--5%, Saskatoon--5%, Moose Jaw and Prince Albert--3%; and (4) women in the workforce, 45%. The report details the program's policy and guidelines, participation statistics, and special fund projects and activities. Includes a history of the program, and a summary of the year's events and accomplishments. (NB)

ED 457 953 JC 020 042

Prior Learning Assessment and Recognition (PLAR) Report for 1999-

Work for Low-Income Families in the 21st Century" (Goldenburg); (16) "The Complex Interplay between Biology and Environment: Otitis Media and Mediating Effects on Early Literacy Development" (Roberts and Burchinal); (17) "Early Literacy and Developmentally Appropriate Practice: Rethinking the Paradigm" (New); (18) "The Nature and Impact of Early Childhood Care Environments on the Language and Early Literacy Development of Children from Low-Income Families" (Dickinson and Sprague); (19) "Environment and Its Influences for Early Literacy Teaching and Learning" (Roskos and Neuman); (20) "Emergent Literacy Skills, Early Instruction, and Individual Differences as Determinants of Difficulties in Learning To Read: The Case for Early Intervention" (Vellutino and Scanlon); (21) "Early Intervention for African American Children Considered To Be at Risk" (Strickland); (22) "Teaching Phonics and Phonological Awareness" (Stahl); (23) "Literature-Based Instruction in the Early Years" (Morrow and Gambrell); (24) "The Texts of Beginning Reading Instruction" (Hiebert and Martin); (25) "Early Literacy Development: The Case for 'Informed Assessment'" (Johnston and Rogers); (26) "Assessing the Literacy of Young Children: The Case for Multiple Forms of Evidence" (Salinger); (27) "Preschool Education for Economically Disadvantaged Children: Effects on Reading Achievement and Related Outcomes" (Barnett); (28) "Intergenerational Family Literacy: Concepts, Research, and Practice" (Wasik, Dobbins, and Herrmann); (29) "The Complex World of One-on-One Tutoring" (Invernizzi); and (30) "Title 1 and Special Education: Support for Children Who Struggle To Learn To Read" (McGill-Franzen and Goatley). (Each chapter contains references.) (KB)

ED 457 971 PS 029 809

Early Care and Education.
SPONS. AGENCY- GE Fund, Fairfield, CT.
PUB DATE- 01
NOTE- 10p.; This publication, the 12th in a series of bimonthly reports, is adapted from papers written for ECS by Lilian G. Katz. Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Developmental Continuity; *Early Childhood Education; Educational Change; Educational Policy; Outcomes of Education; *Preschool Curriculum; Public Policy; *School Entrance Age; School Readiness; *Student Evaluation; *Teacher Qualifications

Noting that there are special considerations to take into account when creating appropriate and effective programs for young children, this issue of Progress of Education Reform focuses on early childhood care and education. The report is intended for use by policymakers who are considering implementing and/or reforming early care and education practices in their states. Four questions are discussed in the report: (1) whether young children do better when their early childhood curriculum is aligned with curriculum in the early primary grades; (2) when children should start school; (3) whether children who are assessed regularly fare better than children who are not; and (4) whether young children fare better with teachers having bachelor-degree-level education than with teachers having less education. Each question/issue is presented with relevant research findings, implications for policy, and references. (Contains 19 references.) (KB)

Young Children

Noting that all parents want the best school experience for their children, this booklet, presented in both English and Spanish, offers parents specific strategies to provide their children a good foundation for beginning reading. The guide first answers the question, "How Can I Help My Child Be Ready To Read and Ready To Learn?" with emergent literacy suggestions such as reading aloud each day, modeling that reading is important, and limiting television viewing. The guide next offers criteria for evaluating the school-age child's school reading program, including: whether children are appropriately evaluated, whether the program makes connections between reading and writing, and whether the program includes both silent reading and reading aloud. These criteria are followed by simple strategies for creating strong readers, such as reading the child's favorite book over and over again, reading many stories with rhyming words and lines that repeat, and discussing new words. The guide then outlines five essential components of reading: (1) phonemic awareness; (2) phonics; (3) reading fluency; (4) vocabulary development; and (5) reading comprehension strategies. A sheet for writing down a reading plan is included. Information on the U.S. Department of Education's Partnership for Family Involvement in Education concludes the guide. (HTH)

ED 457 992 PS 029 834

Seng, SeokHoon
Children's Perceptions of Their Own Learning.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Conference of the Association for Childhood Education International (Toronto, Ontario, Canada, April 3-7, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; *Children; Comparative Analysis; Definitions; Elementary Education; Elementary School Students; Foreign Countries; Parent Attitudes; Pilot Projects; *School Attitudes; Sex Differences; Teacher Attitudes
IDENTIFIERS- Singapore

This exploratory study examined the perceptions of learning held by 259 children in a primary school in Singapore. Their perceptions were compared with those of a sample of 26 teachers and parents. Based on data collected using a rating scale and a metaphor task, various perceptions of learning were identified. Findings indicated that over 70 percent of students had a positive attitude toward learning in schools. More boys than girls agreed that schools gave them valuable knowledge and skills for their futures and that they liked their schoolmates. Girls liked being in school more than boys and more girls liked most of their teachers. All students agreed that they are responsible for their own learning. Parents and teachers were given a metaphor task in which they were asked to select a picture best describing a good learning situation and to write about the picture. Half the adults selected a picture depicting a teacher-centered learning process. Nine adults selected a picture depicting an individual learning process. (KB)

ED 457 993 PS 029 836

Screening Young Children for Lead Poisoning: Guidance for State and Local Public Health Officials.

to Getting Off to the Right Start. Prima Home Learning Library.
PUB DATE- 01
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Cognitive Style; Curriculum; Educational Practices; Elementary Secondary Education; *Home Schooling; Multiple Intelligences; *Nontraditional Education; *Parent Student Relationship; *Parents as Teachers; State Regulation; Student Evaluation; Teaching Methods
IDENTIFIERS- Social Movements

Noting that an increasing number of parents turn to home schooling to avoid what they see as limited, inadequate, or even dangerous school options, this book provides a comprehensive guide for parents in their first year of home schooling. The chapters are: (1) "Thinking about Homeschooling?" considering the motivation for home schooling; (2) "Homeschooling as Grand Experiment," encouraging parents to think of home schooling as an experiment with the purpose of finding out their child's individual learning process; (3) "Homeschooling Nuts and Bolts for Every Parent," focusing on obtaining and sharing information, putting together an educational philosophy, assessing student progress, and finding learning materials; (4) "See, Hear, Touch? Catering to Your Child's Learning Style," including information on learning readiness and the learning-style portfolio; (5) "In a Way that Fits Your Family, Begin Where You Are," provides information on various ways to home school to fit into a family lifestyle; (6) "A Week in the Life," presenting a glimpse into the daily routines of nine families involved in different types of home schooling; (7) "Half a Dozen Homeschooling Myths," addressing misconceptions of socialization, achievement, and expectations; (8) "What To Expect When Starting at the Beginning," highlighting the challenges unique to starting home schooling with children who have never been to school; (9) "What To Expect When Bringing a Child Home from School," dealing with additional challenges of home schooling a child who has been to school; (10) "First-Year Hurdles," presenting common obstacles faced by parents, including family relationships and housework; (11) "Gold-Medal Hurdle Jumpers," describing the experiences of several home-schooling families; and (12) "After Your First Year," including reflections from parents regarding home schooling's benefits. Each chapter includes learning activities for home-schooled students and comments from home-schooling parents. Two appendices list print and web site resources for a variety of areas related to home schooling and delineate state requirements for home schooling. (KB)

ED 458 013 PS 029 858

Leppert, Mary; Leppert, Michael
Homeschooling Almanac, 2002-2003: How To Start, What To Do, Where To Go, Who To Call, Web Sites, Products, Catalogs, Teaching Supplies, Support Groups, Conferences, and More! Prima Home Learning Library.
PUB DATE- 01
NOTE- 688p.; Foreword by David Colfax.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Other actions include charging more to full-paying clients or cutting programs. The CCCAP payment for family child care providers is $13.85 per week less than the open market rate. Family child care providers must work an extra two weeks per year to compensate for their financial loss of accepting one child on CCCAP. The report maintains that Colorado counties should reward the small business owners willing to work with CCCAP rather than punishing them with below open market rate payments. The paper concludes by asserting that Colorado's child care fiscal policy must address the purchase price of child care in CCCAP and the operating costs as well. (KB)

ED 458 030 PS 029 879

Hemmeter, Mary Louise; Townley, Kim; Wilson, Stephen; Epstein, Ann; Hines, Huyi
Kentucky Preschool Evaluation Project, 1998-1999. Final Report.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Practices; Eligibility; *Emergent Literacy; Family Literacy; *Learning Readiness; Outcomes of Education; *Preschool Children; *Preschool Education; *Program Effectiveness; Program Evaluation; Research Needs; *School Readiness; State Programs; Student Adjustment; Transitional Programs
IDENTIFIERS- *Kentucky

This evaluation of the Kentucky Preschool Program (KPP) focused on two broad areas: (1) readiness for kindergarten; and (2) promotion of language and literacy in the classroom and at home. Key findings include the following: (1) most children who were ineligible because of family income status successfully transitioned to kindergarten; (2) several differences were found between groups of children rated as more and as less prepared for kindergarten than other children, including differences in academic motivation, independence, social-emotional status, relationships with others, and family composition; (3) guidelines were developed for parents and teachers to provide experiences and activities to promote kindergarten readiness skills; (4) the primary reasons parents chose not to enroll their child in KPP were that their child was too young, they wanted to keep their child home with them, and logistical concerns; (5) key language and literacy experiences that teachers consistently implement included reading to children and providing follow-up activities related to stories; and (6) important language/literacy experiences not consistently occurring in preschool classrooms included book availability, writing utensils, and the use of strategies to extend children's play and support higher level thinking. Recommendations stemming from this and previous evaluation findings included studying further the program's eligibility criteria, summarizing readiness indicators and key experiences in a variety of formats for different stakeholders, and implementing a systematic professional development program focusing of teachers' use of recommended practices in language and literacy development and support of parents' use of these practices at home. (Eight appendices include data collection instruments.) (KB)

ED 458 031 PS 029 880

Walery, Nancy, Ed.; Evinger, Sara, Ed.; Dailey, Lyn, Ed.; Zamani,

Relationship
IDENTIFIERS- *Annenberg Rural Challenge; *Networking; Peer Support; Place Based Education; Rural School and Community Trust

An important feature of the Annenberg Rural Challenge (now the Rural School and Community Trust) was the insistence that all funded projects be organized around networks and clusters. These networks/clusters aimed to help overcome the isolation of rural schools and communities and to multiply possibilities for sharing resources and enlarging the work on place-based education. This report synthesizes information gathered on network and cluster formation, structure, and function over the 4 years of the Rural Challenge grant. An introduction discusses theories on networks in educational settings, the Rural Challenge's vision of rural school reform, earlier rural reform movements, and the Rural Challenge's networking strategies and goals. The 35 distinct projects of the Rural Challenge are then sorted among three types of networks/clusters: large statewide networks that serve as intermediary organizations to smaller clusters of schools and communities; specific program networks that develop and implement fairly well-defined programs in clusters of rural schools; and small clusters that are geographically contiguous, frequently within one county. The three types of networks/clusters are discussed in terms of networking tools and strategies for communicating among members; network evolution; specific missions related to place-oriented curriculum development, community economic development, revitalization of languages and cultures, educational policy reform, and social justice advocacy; their effects on school-community relationships; and implications for the future of the Rural Challenge/Rural Trust. An appendix details 29 projects/networks. (Contains 23 references.) (SV)

ED 458 051 RC 022 562

Learning in Place: A Special Report to the Rural School and Community Trust.
PUB DATE- 00
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Class Activities; Elementary Secondary Education; *Environmental Education; Local History; Relevance (Education); *Rural Education; Rural Schools; *School Community Relationship; Student Projects
IDENTIFIERS- *Place Based Education; Rural School and Community Trust

The Rural School and Community Trust has made place central to its educational and community-building work. Because the understanding of a place is fundamental to building sustainable communities, Rural Trust schools and communities are committed to providing their children and young people with opportunities to explore, analyze, and contribute to their places. This report explains what learning about place entails and shares practical suggestions and examples of place-based curricula from Rural Trust sites. An introduction sets these efforts in their current and historic social, economic, and political context; outlines common elements that make place-oriented work deep, engaging, and challenging for students; and discusses the design process for a place-based curriculum. Detailed examples are presented: (1) the Selborne Project, in which students focus on many aspects of the square kilometer around their school; (2) cemetery studies in South Dakota and Virginia; (3)

ED 458 069 RC 023 206

Campbell, Meg, Ed.; Liebowitz, Martin, Ed.; Mednick, Amy, Ed.; Rugen, Leah, Ed.
Guide for Planning a Learning Expedition.
PUB DATE- 98
NOTE- 155p.; Published by Kendall/Hunt Publishing Co., Dubuque, IA. Produced by Expeditionary Learning Outward Bound.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Class Activities; *Critical Thinking; *Curriculum Development; *Educational Planning; Educational Strategies; Elementary Secondary Education; Experiential Learning; *Field Studies; Instructional Development; Service Learning
IDENTIFIERS- Character Education; *Expeditionary Learning Outward Bound

This guide aims to help teachers plan, reflect on, and revise learning expeditions. Growing out of the metaphor of an Outward Bound wilderness expedition, learning expeditions are long-term, in-depth investigations of a topic that engage students in the world through authentic projects, fieldwork, and service. The work centers on critical thinking, essential skills and habits, and character development. Ongoing assessment is woven throughout the expeditions. The first section discusses how to plan a learning expedition. The key elements--topic, guiding questions, learning goals, projects, ongoing assessment, and final assessment--are identified and described, and formats for planning outlines and overviews are presented. The second section presents six narratives of learning expeditions with their accompanying plan outlines, written by experienced Expeditionary Learning teachers. The expeditions ranged from first grade through high school and addressed a variety of topics: Galileo and scientific revolution; migration of humans, animals, and plants; ecology applied to community service; emergent literacy skills; architectural design of a new aquarium; and creation of a simulated bird sanctuary in the classroom. Together, the collection illustrates the common core of elements of a learning expedition and the freedom with which individual teachers and their students adapted and used them. Each expedition includes a narrative, a plan outline, comments on assessment, and resources. Finally, the 10 design principles of expeditionary learning are reviewed. (Contains 20 references and resources.) (TD)

ED 458 070 RC 023 207

Hammer, Patricia Cahape, Comp.; Moellendick, Charlotte, Comp.; Moellendick, Joseph, Comp.
Native Education Directory, 2002: Organizations and Resources for Educators of Native Americans.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 112p.; Online searchable directory is updated periodically.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials -

DESCRIPTORS- *Curriculum Development; *Engineering Education; Foreign Countries; Higher Education; *Teacher Collaboration
IDENTIFIERS- *France; *Pennsylvania State University Altoona Campus

This paper describes a collaboration in engineering project design and curriculum development between the Institut Universitaire de Technologie (IUT) housed in the Bethune campus of Universite d'Artois in France and the Altoona College of The Pennsylvania State University (Penn State Altoona). This collaboration embraces engineering design projects conducted by students, faculty exchanges, short-term industrial placements, and joint curriculum development. The paper provides a description of all the present and future components of the French-American collaboration. The engineering design projects conducted by the student teams at IUT Bethune and Penn State Altoona are also discussed. The paper also describes the obstacles encountered by both IUT Bethune and Penn State Altoona in carrying out the collaborative activities. Finally, the paper describes present success and future promises of the collaboration between the two universities. (Author)

ED 458 090 SE 064 685

Clark, John Cripps
Current Primary Science Practice: Observing What Actually Happens in the Classroom.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; *Hands on Science; *Science Instruction; *Scientific Principles; *Teaching Methods
IDENTIFIERS- *Australia

Very little has been published about the amount and nature science teaching in Australian primary schools and that which has is largely based on written surveys completed by teachers and principals at a sample of schools. This study was designed to follow these surveys into the classroom. I observed fourteen science lessons, interviewed twelve teachers and interviewed the science coordinators at eight schools in order to gain a more accurate picture of the teaching of science in primary schools. The structure and organization of science lessons was remarkably similar, as were the difficulties experienced by teachers trying to teach science. To improve students' experience of science in primary schools we need to find ways to better understand what is actually occurring in the classroom. (Author/YDS)

ED 458 091 SE 064 687

Chapman, David James
Environmental Education: A Case Study of Education for the Public Good.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne,

ED 458 116   SE 065 257

Fosnot, Catherine Twomey; Dolk, Maarten
Young Mathematicians at Work: Constructing Multiplication and Division.
PUB DATE- 01
NOTE- 170p.; For the related "Young Mathematicians at Work: Constructing Number Sense, Addition, and Subtraction," see ED 452 064.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constructivism (Learning); Division; Educational Research; Elementary Education; *Grade 3; *Grade 4; *Grade 5; *Mathematics Education; Multiplication; Teaching Methods

This book reports on young students' strategies, the ways they construct knowledge, and how to support such development over time. Focus is placed on how to develop an understanding of multiplication and division in grades 3-5. The book describes and illustrates what it means to do and learn mathematics, provides strategies to help teachers turn their classrooms into mathematics workshops that encourage and reflect mathematizing, and examines several ways to engage and support children as they construct strategies and ideas related to multiplication. (MM)

ED 458 117   SE 065 259

Kendall, John S.; Snyder, Christina; Schintgen, Michael; Wahlquist, Angela; Marzano, Robert J.
A Distillation of Subject-Matter Content for the Subject-Areas of Language Arts, Mathematics, and Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 117p.; For the subject areas of geography and history, see ED 447 157.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Benchmarking; Elementary Secondary Education; Excellence in Education; Instructional Effectiveness; *Language Arts; *Mathematics Education; *National Standards; Program Effectiveness; *Science Education; Skills
IDENTIFIERS- *Mid Continent Regional Educational Laboratory

This study was designed to provide schools, districts, and states with a means for identifying the knowledge and skills that are most important for students to learn in the subject areas of language arts, mathematics, and science. The standards and benchmarks in this document reflect the subject-area content consistently identified in documents from a handful of states that have been highly rated by national organizations for the quality of their standards. (Contains 26 references.) (MM)

ED 458 118   SE 065 260

Sottile, James M., Jr.; Carter, William; Watson, George
Increasing Science Achievement and Student Development as Related to Practicing Teachers' Self-Efficacy.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern

Algebra: Mirror, Mirror on the Universe. NASA Connect: Program 7 in the 1999-2000 Series.
PUB DATE- 00
NOTE- 19p.; Accompanying videotape not available from ERIC. For other documents in series, see SE 065 306-311.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Technology; *Algebra; Astronomy; Chemical Reactions; Elementary Education; Lesson Plans; Mathematics Activities; *Mathematics Instruction; *Matter; Science and Society; *Science Education; Space Sciences; Temperature
IDENTIFIERS- Telescopes

This teaching unit is designed to help students in grades 4-8 explore the concepts of algebra in the context of exploring the universe. The units in this series have been developed to enhance and enrich mathematics, science, and technology education and to accommodate different teaching and learning styles. Each unit consists of a storyline presenting the context for the problems to be solved, lists of the mathematics and science concepts addressed, background notes for the teacher, a list of teacher resources, and an activity complete with blackline masters. Also included are suggestions for extensions to the problems and their relationship to national mathematics standards. The story line for this unit is students learning how algebra is used to explore the universe. (MM)

ED 458 142 SE 065 315

Service-Learning: Education beyond the Classroom.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation (Environment); Ecology; Elementary Secondary Education; *Environmental Education; *Hands on Science; Recycling; Science Education; *Service Learning; Solid Wastes; *Student Projects; Student Volunteers
IDENTIFIERS- Environmental Protection Agency

Although the idea of service-learning is relatively new, the types of projects students are doing throughout the United States are quite diverse. The goals of this publication are to encourage environmental service in solid and hazardous waste areas, link these experiences to positive behavioral changes such as waste prevention and recycling, and demonstrate how the skills that students acquire can be a stepping stone to an environmental career. This booklet contains profiles of service-learning projects that focus on various aspects of safe solid waste management such as reducing household hazardous waste and buying recycled-content products. The profiles are organized by grade level into two categories: school-based and community programs. Projects include raising community awareness about recycled-content products, running community recycling programs, researching and solving landfill problems, producing educational videos, setting up and tending compost sites, and educating the community about proper disposal of hazardous materials. Each profile features contacts that can provide information on how to start a similar program in your area. Additional resources, including grants that can help to get a teacher's guide is divided into six parts: (1) "About 'Media Ethics: Where Do You Draw the Line?'"; (2) "Background for Teachers"; (3) "Transparencies"; (4) "Case Studies"; (5) "When Tragedy Hits--A True Story"; and (6) "Some Final Words." Transparencies include: "The Story of Ruth Snyder"; "Terror in Oklahoma City"; "Watergate's 'Deep Throat'"; and "'Dateline NBC' Crosses a Line." Case study topics include: (1) "Did the Story Go Too Far?"; (2) "Will Fair but Sensitive Stories Be Allowed to Air on Student TV?"; (3) "Should You Publish this Photo?"; (4) "Detachment or Involvement?"; (5) "Making an Editorial Decision"; (6) "Is This Game Fair?"; (7) "Rush to Judgment"; (8) "Locker Room Luck"; (9) "Up Close and Personal"; (10) "If It Bleeds, It Leads"; (11) "Should an Editor Protect Young Readers?"; and (12) "To What Lengths Should You Go To Get a Story?" (BB)

ED 458 165 SO 033 059

Pollakoff, Anne Rogers, Ed.
Teaching across Borders.
PUB DATE- 01
NOTE- 26p.; Published 10 times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; *Educational Cooperation; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Education; *Professional Development; *Standards
IDENTIFIERS- Portugal; South Carolina

This theme issue of "Basic Education" considers the importance of studying and comparing student work and educational practice in different countries, in particular as a vehicle to further the professional development of teachers. The first article, "International Studies of Education: Why Should We Care?" (William H. Schmidt; Leland S. Cogan), considers what the practical importance might be of studying educational practices in different countries and concludes that the real value of international studies lies not in the comparisons themselves but rather in the insights gained into U.S. practices and how they might be changed. The second article, "Windows on Thinking: Examining Student Work" (Karen S. Roberts), considers the impact of the Schools Around the World (SAW) online seminars, which provide teachers with structured opportunities to reflect upon student work, noting the power of the process to take participants to a "deeper state of self-reflection" upon their own teaching. The third article, "Schools Around the World" (Johnny Calder), offers a principal's perspective on the participation of fourth-grade teachers in SAW seminars, through which the teachers examined and compared student work and standards in South Carolina with that in other countries, expanding their knowledge of standards and teaching applications and transforming their perspectives on their own instruction and assessment. The last article, "Portugal Perspective on Project SAW" (Sarita Palma Baracho; Maria do Patrocinio Esteves), explores how the author/educators' department's participation in SAW became a vehicle for the professional development of teachers through cooperative elaboration of assessment instruction. (BT)

ED 458 166 SO 033 060

Amadio, Massimo, Ed.
World Data on Education. Fourth Edition. CD-ROM .

notations would make a significant difference in creativity in composing music as compared to composing music without graphic notations. Participants were 47 male, Australian, seventh grade students attending a private school. Students were divided into two equal groups (an experimental group and a control group) based on their musical grades, formal and informal musical experience, and musical aptitude. The experimental group received instruction on how to use graphic notations for composing music, while the control group received no such instruction. All students were asked to compose and perform. The students' compositions were videotape-recorded. Four expert judges evaluated the creativity of the compositions using three criteria (being original, structured, and musical) on a five-point rating scale. Results indicated that the experimental group students' creativity scores were significantly higher than were the creativity scores of the control group students. (Contains 32 references.) (SM)

ED 458 189 SP 040 286

Weltzenkamp, Deborah J.; Heckathorn, Barbara H.
Opening Gates of Learning Environments through Technology: Introducing New Technologies to the Adult Learner.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Biennial Meeting of Kappa Delta Pi (43rd, Orlando, FL, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Literacy; *Computer Uses in Education; *Distance Education; *Educational Technology; Graduate Students; Graduate Study; Higher Education; *Interactive Video; Special Education; Teaching Methods; *World Wide Web

This study analyzed how faculty and graduate students interacted within a distance education environment when a new technology was introduced. Data from an education course offered via interactive audio/video and supported with Web-based materials and interaction opportunities were analyzed. Initially, the course was developed for delivery through an interactive audio/video classroom. After the initial class, the instructor recognized an inability to meet student needs and sought advice from a technical advisor. This led to a decision to include Web-based support. The advisor developed the skeleton of the course. Participant observations and email correspondences were collected by the instructor to help improve the quality of instruction. These data provided information regarding students' content area knowledge and how students and faculty reacted to new technologies. Persistent observation by the technical advisor provided supplemental information to improve instructor and student techniques for utilizing technology. With the help of the technical advisor, the instructors's delivery methods improved quickly. Interactions within the Web-based course were initiated by both the instructor and the technical advisor. Personal dispositions of the instructor, students, and technical advisor were critical to the success of the course. (Contains 16 references.) (SM)

ED 458 190 SP 040 287

Erlanger, Wendy; Virgen-Helm, Veronica; Bryde, Beverly
Connecting Parents and Teachers on the MUVE.
PUB DATE- 01

Improvement; Elementary Secondary Education; Teacher Competencies; Teacher Employment Benefits; Teacher Motivation; *Teacher Salaries; Teacher Supply and Demand; Teaching Skills
IDENTIFIERS- *Performance Based Pay; Teacher Knowledge

This book discusses various pay and compensation initiatives in use nationwide, highlighting: (1) How Are Teachers Compensated?" (current status of teacher compensation and the changing context of teaching); (2) "What Have We Learned from Attempts at Change?" (three approaches to compensating teachers, recent short-lived reform efforts, and other factors supporting compensation reform); (3) "The Elements of Pay and Compensation" (traditional pay, new approaches to pay, pay for behaviors or outcomes, and benefits as part of compensation); (4) "What Is the Relationship between Pay and Motivation?" (theories of motivation, implications of motivation theories for compensation, applications to education, and compensation factors motivating teachers); (5) "Rewarding Individual Teachers for Developing and Deploying Needed Knowledge and Skills" (knowledge- and skill-based pay and examples of such pay structures); (6) "School Bonuses for Improved Student Performance" (group-based performance awards, examples of performance awards, and gain-sharing programs); (7) "Designing and Implementing Alternative Teacher Compensation Systems" (compensation and school improvement, three design strategies, and stakeholder roles); and (8) "Compensation To Enhance Teacher Quality and Supply" (staffing and compensation challenges, issues, and innovations). Two resources present generic models of knowledge- and skill-based pay and principles for implementing change in compensation. (Contains approximately 335 references.) (SM)

ED 458 208   SP 040 354

Adkins-Bowling, Treana; Brown, Shandua; Mitchell, Teketa L.
The Utilization of Instructional Technology and Cooperative Learning To Effectively Enhance the Academic Success of Students with English-as-a-Second-Language.
PUB DATE- 01
NOTE- 57p.; Paper presented at the Biennial Meeting of Kappa Delta Pi (43rd, Orlando, FL, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Computer Uses in Education; Cooperative Learning; Cultural Awareness; Cultural Differences; *Educational Technology; Elementary Education; Elementary School Students; *English (Second Language); Hispanic American Students; Limited English Speaking; *Second Language Instruction

This study examined whether utilizing technology in a cooperative learning environment would enhance the academic achievement of Hispanic students who had English as a second language (ESL). Surveys were administered to 30 elementary school teachers. The surveys examined the importance of using technology in the classroom, how the teachers have used technology to assist ESL students, which technological advances were the least and most effective, what technological training was offered to them, and additional comments regarding ESL students and technology. A total of 10 out of the 30 teachers completed the survey. Data analysis indicated that there was a great need for, and support for, using technology in the classroom to assist ESL students. Many teachers needed training because they lacked the technological skills to make this an efficient teaching method for them. Teachers noted a need to know what types of

This annual report summarizes some major trends in the Wake County Public School System (WCPSS), North Carolina, and provides a set of benchmarks against which the progress of WCPSS can be measured in the future. In some cases data are presented to show longitudinal trends, and in others, comparisons are made with other school districts (local education agencies, or LEAs). The report shows that per pupil expenditures in WCPSS remain among the lowest of comparison LEAs, and student dropout rates remain the lowest among North Carolina comparison LEAs. Student population growth in WCPSS exceeded that of North Carolina comparison LEAs for every year except one in the 1990s and 2000, but the ratio of administrator, supervisor, and consultant positions remained the lowest among comparison LEAs in 7 of the 9 years. North Carolina End-of-Grade and End-of-Course tests scores were higher than those for North Carolina comparison LEAs except for Economical, Legal, and Political Systems and writing at grades 7 and 10. Overall, WCPSS continued to post the strongest academic performance among all North Carolina LEAs, and scores were mid-range when compared to Educational benchmarking Network districts in the southeastern United States. (Contains 34 figures.) (SLD)

ED 458 228 TM 033 388

Lincoln, Yvonna S.
Reconsidering Rapport: Interviewing as Postmodern Inquiry Practice.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnography; Field Studies; *Interpersonal Relationship; *Interviews; Qualitative Research; Research Methodology; *Researchers

Interviewing has been a recognized mainstay of ethnographic fieldwork for more than 100 years. Coupled with participant observation, it was taken to be the complete corpus of anthropological and sociological inquiry activity. Although the repertoire of fieldwork inquirers has grown, interviewing remains a primary data collection technique, especially for gathering knowledge and understanding about "lived experience." One of the mainstays of interviewing technique has been termed "rapport," the researcher's achievement of sufficient sympathy or empathy with the interviewee that he or she is wiling to share critical or intimate data with the researcher. Rapport has remained a given of fieldwork method, but some researchers and theorists warned early on that assuming a consensus model of social research was probably unrealistic, especially since social life is characterized by conflict and dissension. The interaction between the mandate to achieve rapport and the acknowledgement that conflict accompanies pluralism must be taken into account in fieldwork. This paper explores the inner tension between achieving rapport and acknowledging social conflict and the inability to achieve rapport as an interviewing phenomenon present in ethnographic fieldwork. (Contains 33 references.) (Author/SLD)

ED 458 229 TM 033 389

Instruments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Diagnostic Tests; *Educational Testing; Kindergarten; *Kindergarten Children; Language Proficiency; Literacy; Primary Education; Social Development; *Student Evaluation; *Test Use; *Tests

This compendium is designed to provide a quick overview of assessment instruments that can be used with kindergarten-aged children. It provides a starting point for gathering information on assessment instruments by giving information on approximately 40 instruments published since 1986 that are commercially available. Information on each instrument, such as the purpose, how it is administered, and where it can be purchased, provides a snapshot of the features that should be compared when choosing an instrument. Instruments are grouped assessments for these domains: (1) multiple; (2) social; and (3) literacy/language. (SLD)

ED 458 250 TM 033 412

Alabama English Language Course of Study: Assessment Correlation.
PUB DATE- 99
NOTE- 563p.; For other Alabama courses of study, see TM 033 413-415.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Correlation; *Course Content; *Curriculum; Elementary Secondary Education; *English; *Language Arts; *Standards; State Programs; Testing Programs
IDENTIFIERS- Alabama; *Alabama High School Graduation Examination; *Stanford Achievement Tests

This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the Alabama High School Graduation Examination and the Stanford Achievement Test, Ninth Edition Stanford 9) in English Language Arts. The document illustrates that courses of study content standards embody both Alabama High School Graduation Examination and Stanford 9 objectives, demonstrating that local education agencies may feel confident developing local curriculum based on one document: the state course of study. Each page of this document contains four columns. The first is the course of study content standards, and the second places the Alabama High School Graduation Exam objectives, with eligible content, beside the related content standard. The third column contains an "X" for the Stanford 9 correlation to the course of study, indicating that one or more components of the content standard is tested on the Stanford 9. The fourth column is designed for local use; a system may choose to list instructional strategies or resources here. The standards are given for kindergarten through grade 11. (SLD)

ED 458 251 TM 033 413

Alabama Mathematics Course of Study: Assessment Correlation.
PUB DATE- 99
NOTE- 597p.; For other Alabama courses of study, see TM 033 412-

decide what is in the curriculum and what should be included. Some suggestions are made about items that might be included on a questionnaire about the social studies curriculum. A way of determining the scope of the curriculum is to look at the social science disciplines that provide the content for social studies in the schools. Another approach is to look at the 10 themes identified by the National Council for the Social Studies. An additional approach relies on the careful selection of basic textbooks and then expanding this material to emphasize relevance to the students. After the scope of the curriculum has been decided, teachers need to select the objectives for student attainment in terms of knowledge and skills. A variety of evaluation techniques must then be used to find out what students have learned. (Contains 14 references.) (SLD)

ED 458 271   TM 033 434

Harwell, Michael
Future Directions and Suggestions for Improving the Use of Statistical Methods in Educational Research.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Quality; *Educational Research; *Research Methodology; Scholarly Journals; *Statistical Analysis; Writing for Publication

This discussion of the use of statistical methods in educational research considers the frequent misuse of statistical procedures, the factors responsible for the misuse, and the remedies that might reduce the misuse of statistical procedures. There are longstanding concerns about the quality of statistical work in general as well as in educational research, but there is little formal documentation of the misuse of statistical methods by graduate students. Anecdotal evidence suggests that the misuse is not confined to students, but can be found in the work of faculty members and researchers. Misuse of statistical procedures by students is in large part due to inadequate instruction, sometimes resulting from poorly prepared teachers or inadequate texts, or even an incoherent curriculum. The magnitude of misuses of statistical procedures by researchers also suggests inadequate statistical training. Any remedies for these problems will need to be tailored to various types of students and educational researchers. Some possible solutions are: (1) put education back into educational statistics; (2) make instructors accountable for their teaching; (3) insist on adequate training for students; (4) include educational statisticians as reviewers for scholarly journals; (5) value research in statistical education; and (6) establish a professional "home" for educational statisticians. (Contains 35 references.) (SLD)

ED 458 272   TM 033 435

Dunn, Dana S.
Two Heads Are Better Than One: Learning Statistics in Common.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American

document. For essays, the average grade on the most similar calibration documents is assigned as the computer generated score. A similarity score is calculated to the essay column vector score relative to each column of the rubric matrix. As with PEG, high correlation has been found with human raters. E-rater is a "Hybrid Feature Technology" that uses syntactic variety, discourse structure (like PEG), and content analysis (like IEA). Several studies have reported favorably on these approaches. Compared to IEA and e-rater, PEG has the advantage of being conceptually simpler and less taxing on computer resources. All of these systems are proprietary and details of the exact process are not generally available. One should not expect perfect accuracy from any automated scoring approaches, but these technologies might be validation tools with each essay scored by one human and the computer. (SLD)

ED 458 291 TM 033 455

Solomon, David J.
Conducting Web-Based Surveys. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Based on an article first appearing in "Practical Assessment Research and Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Research Methodology; *Response Rates (Questionnaires); *Surveys; *World Wide Web
IDENTIFIERS- ERIC Digests

Web-based surveying is very attractive for many reasons, including reducing the time and cost of conducting a survey and avoiding the often error prone and tedious task of data entry. At this time, Web-based surveys should still be used with caution. The biggest concern at present is coverage bias or bias resulting from sampled people either not having access to the Internet or choosing not to use it. Both coverage bias and the question of familiarity with Internet tools should become less of an issue in the future. Although research on Internet-based surveying is limited, findings are beginning to appear in the literature. Several studies have suggested that response rates for Internet surveys are lower than the response rates for mail surveys. At present, most Internet surveys are done using HTML forms with potential respondents often contacted through e-mail cover letters. A set of software tools, Web Survey Mailer System, that provides many of the complex Web survey administration functions included in many Web surveying packages has been developed. This set and other tools will make Web-based surveys easier to conduct, but at present researchers should use the technique with caution. (Contains 11 references.) (SLD)

ED 458 292 TM 033 463

Rudner, Lawrence
How Many People Search the ERIC Database Each Day?
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

of thinking about comprehensive community change to overcome conditions that undermine impoverished communities. NT's partners (the mayor, the residents, and the Enterprise Foundation) focused the vision for change on eight key areas: physical development, economic development, health, education, family support, substance abuse, crime and safety, and community pride and spirit. Data for this report come from interviews, focus groups, review of relevant documents, and on-site observations. The lessons learned from the NT experience include: build on deep understanding of the neighborhood; invest in community capacity early; generate belief in ownership of the change; specify the rules of engagement; consider partnership with the public sector; embed community building in every activity; balance funding against pace and priorities; build residents' economic self-sufficiency; and use neighborhood-focused intermediaries to change systems. Abiding challenges include: altering the balance of power; acknowledging issues of race and class; showing respect; honoring residents' competence as leaders; and harnessing the community's spiritual strength. (SM)

ED 458 313 UD 034 469

MacGregor, Mariam
Leadership 101: Developing Leadership Skills for Resilient Youth. Facilitator's Guide and Student Workbook.
PUB DATE- 00
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Communication Skills; Consciousness Raising; Creative Thinking; Decision Making; Diversity (Student); Ethics; High Risk Students; High School Students; High Schools; *Leadership; Leadership Qualities; *Leadership Training; Power Structure; Resilience (Personality); Sex Differences; Student Motivation; *Student Responsibility
IDENTIFIERS- Risk Taking; Team Building

This facilitator's guide and student workbook package includes a high school curriculum designed to establish a foundation for adolescent/young adult leadership education programs. It targets diverse, at-risk teenagers, presenting an adaptable and broad-based perspective of leadership. The facilitator's guide takes instructors and students through various leadership concepts and experiential skill-building activities. In addition to affective components, students have significant academic responsibilities as they explore, practice, and understand their own philosophy of leadership within the school and community setting. After an introduction, the guide presents the curriculum activities as follows: defining leadership; qualities of leadership/good leader; X/Y theory-power-influence/authority; communication; consensus; ethical decision making; team building; gender differences in leadership styles; leadership and tolerance; motivation; risk taking and decision making; creative thinking; and closure/appreciation. The workbook includes worksheets with the following subjects: what makes a good leader; human behaviors; types of power; authority versus influence; ethics definitions; making ethical leadership decisions; kitchener's principles; team building; taking risks; and excuses. Each section includes sample worksheets. Several appendixes offer a sample action become more involved, challenges remain in fully engaging community involvement in and support for local public schools. The survey is attached. (SM)

ED 458 333 UD 034 553

The National School Climate Survey 2001: Lesbian, Gay, Bisexual and Transgender Students and Their Experiences in Schools.
PUB DATE- 01
NOTE- 13p.; For the 1999 National School Climate Survey, see ED 440 191.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bisexuality; *Educational Environment; *Homophobia; *Homosexuality; *Lesbianism; Minority Group Children; Racial Bias; School Safety; Secondary Education; Sex Bias; Sexual Harassment; Sexual Orientation; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Verbal Abuse

This report presents findings from the 2001 National School Climate Survey related to lesbian, gay, bisexual and transgender (LGBT) students' experiences and feelings of safety in school. A total of 904 LGBT students from 48 states and the District of Columbia participated. Results indicated that the overwhelming majority of students heard homophobic remarks, and faculty and staff contributed to the problem by making comments or failing to intervene when necessary. A large percentage of LGBT students (83.2) reported name calling, threats, and other forms of verbal abuse. Verbal, sexual, and physical harassment were common experiences for LGBT students of color and for female students, and the abuse was often compounded by racism and sexism. The majority of LGBT students reported feeling unsafe at school, and they were likely to skip classes or even days of school out of fear for personal safety. Transgender students were the least likely to feel their school communities were places of safety. Many schools failed to recognize the abuse faced by LGBT students, and as a result, resources and supportive personnel were rare. However, where resources and support were available (e.g., gay-straight alliances), a statistically significant number of LGBT students felt a greater sense of belonging at school. A copy of the survey is attached. (SM)

ED 458 334 UD 034 554

Johnston, Robert C.; Viadero, Debra
Unmet Promise: Raising Minority Achievement. The Achievement Gap.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.
PUB DATE- 00
NOTE- 23p.; Theme issue. For other issues in the series, see UD 034 555-557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Asian American Students; Black Students; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Equal Education; *Hispanic American Students; Limited English Speaking; *Minority Group Children; Poverty
IDENTIFIERS- African Americans; Latinos

This first in a four-part series on why academic achievement gaps persist discusses how to raise minority achievement. It explains how earlier progress in closing the gap has stalled, conference. Topics covered include: modeling instruction with modern information and communications technology; transforming computer coursework for preservice teachers; facilitating teachers' design of engaging learning environments; an embedded approach to faculty technology development; providing for higher education faculty professional development; infusing authentic, content-based technology during teacher preparation; collaboration of preservice and inservice teacher to integrate technology into a K-8 classroom; hypergroups as a community-building tool; assessment of technology skills and classroom technology integration; models of technology diffusion at public universities; technology standards for preservice teachers; preservice teachers and children working together at the computer; online discussion as a catalyst for metacognition by students and professors; effects of World Wide Web pages design instruction on the computer self-efficacy of preservice teachers; change as the constant in creating technology-rich learning environments; Maryland technology outcomes and performance assessments for the beginning teacher; using technology-rich cohorts for training teachers; scoring preservice teachers' electronic portfolios; using a course management system in the mathematics classroom; models, mentors, and mobility in a teacher education program; electronic portfolios as a capstone experience; interactive environments for university faculty, inservice, and preservice educators; teaching in the information age; technology-rich education for tomorrow's teachers; technologically enhanced cornerstone courses; use of development teams in problem finding; mentoring collaboration to integrate technology in the science curriculum; critical approaches to technological literacy and language education; evolution of an online data acquisition systems; energizing teaching to empower students through emerging technologies; faculty technology coaches; bootstrapping online organizational knowledge; using a survey to design and evaluate professional development activities; coexistence of technology and healthy active lifestyles; working with urban schools across the digital divide; rethinking teaching and learning in the age of the virtual classroom; developing techno-savvy English language arts teachers; a technology consultant model in a project-based preservice teacher education program; resources to promote visual communications; faculty development as an agent of technology change; meeting the accountability challenge electronically; high touch mentoring for high tech integration; technology camps as catalysts for increased technology integration; integrating technology into science instruction; faculty mini-grants; preservice teacher responses to the restructuring of the traditional educational computing course; state-wide collaboration among three PT3 grant recipients; and collaborative action communities for preservice technology integration. Most papers contain references. (MES)

ED 457 835 IR 020 905

Matthew, Kathy, Ed.
Reading, Language Arts & Literacy. SITE 2001 Section .
PUB DATE- 01
NOTE- 80p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference

African studies. Three standards are compared: MARC, Dublin Core, and CIMI. Appendixes, which make up more than half of this paper, include: a table of digitized U.S. African Collections (selected contacts); several samples of Africana metadata; and MARC, Dublin Core, and CIMI samples. (Contains 11 references.) (Author/AEF)

ED 457 853 IR 021 008

Kuntz, Patricia S.
A Year in the Life of an Africana Fellow: The Mellon Fellowship.
PUB DATE- 01
NOTE- 42p.; One page of Appendix is not available through ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Studies; *Area Studies; Employment Potential; *Employment Qualifications; *Fellowships; Higher Education; Librarians; *Library Education; *Library Science; Masters Degrees; Masters Programs; Training
IDENTIFIERS- *Andrew W Mellon Foundation

In 1958, the United States Congress legislated the National Defense Education Act to educated U.S. citizens in languages and area studies in order that they might qualify for employment at universities and government agencies. By 1995, many of the area studies librarians were beginning to retire with few qualified librarians having the area specialization to replace them. The solution became the Andrew W. Mellon postdoctoral fellowship in research librarianship. With the endorsement of area studies librarians and directors and of library administrators, Duke University and Indiana University library staff obtained Mellon Foundation funding with the expectation to ameliorate the paucity of U.S.-trained area librarians. The Mellon fellowship was designed to prepare recent U.S. doctoral graduates of area studies for reference positions as area studies librarians (Kniffel, 1998) with the implication that this training was in lieu of the typical academic library qualification-a masters degree in library and information studies from an ALA-accredited institution. This paper first summarizes the background leading to this action. The author then describes her experience and training as an Africana fellow, and asserts that the training is equivalent to a masters degree in library and information sciences. The fellowship at Indiana University comprised training in collection development; practica in government documents, preservation, and cataloging; reference; attendance at conferences; and field trips. This self-study of a Mellon Fellowship suggests that the fellow actually does acquire substantial training and knowledge. Appendixes include the fellowship announcement for 2000-2001 by the Indiana University Bloomington Libraries; a comparison of Africana libraries (summary of field trips); and Africana librarian position announcements. (Contains 28 references.) (Author/AEF)

ED 457 854 IR 021 009

Bazemore, Mildred; Geary, Monica
Report of Student Performance North Carolina Tests of Computer Skills, 1999-00. Reporting on the Classes of 2001-2004.
PUB DATE- 01
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Community Colleges; *Enrollment; *Institutional Characteristics; Institutional Evaluation; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *De Anza College CA

This document discusses the institutional self-study accreditation of De Anza College (California). Highlights include: (1) De Anza's student enrollments from 1990-1998 averaged around 24,000; (2) female students continued to comprise slightly greater than half the population; (3) students with disabilities increased by 50%; (4) the ethnic composition of students changed from 1980-1998, with whites decreasing from 80% to 40%, Asians increasing from 10% to 40%, blacks remaining at 4%, and Hispanics increasing from 5% to 12%; (5) students transferring to a University of California (UC) institution increased by 17% and to a California State University (CSU) institution by 11%; (6) administrative staff numbers remained relatively constant, but faculty and classified staff declined; (7) the ethnicity of staff changed from 1991-1998, with Whites decreasing from 73% to 65% and underrepresented groups increasing from 17% to 24%; and (8) ethnic composition of full- and part-time faculty in 1998 was White (73% full- and 77% part-time), Asian (8% full- and 10% part-time), Black (6% full- and 3% part-time), and other (1.4% full- and 3.6% part-time). This report provides a descriptive summary, planning agenda, and self-evaluation of each of the following ten standards: institutional mission, institutional integrity, institutional effectiveness, educational programs, student support and development, information and learning resources, faculty and staff, physical resources, financial resources, and governance and administration. Contains 12 charts and a map. (KP)

ED 457 872 JC 000 691

De Anza College Educational Master Plan.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Age Groups; *Change Strategies; College Programs; Community Colleges; Distance Education; *Educational Improvement; *Educational Planning; Enrollment; Ethnicity; *Institutional Characteristics; School Holding Power; Sex; Strategic Planning; Transfer Students
IDENTIFIERS- *De Anza College CA

This is the master plan for De Anza College (California). It is divided into three parts: (1) the framework and the focus; (2) internal and external assessment; and (3) plans for the future. The paper uses the following indicators of quality to guide planning and budgeting for the next seven years: (1) attractiveness to students; (2) comprehensive, quality programs; (3) exemplary faculty and staff; (4) collegial campus climate and successful shared governance; (5) fiscal soundness; and (6) reputation. Findings include: (1) De Anza student transfers to the University of California (UC) system have increased by 17% since 1990-91; (2) since 1990, the college has increased the number of degrees awarded by 26%, while the number of certificates awarded has remained constant; (3) the college's student success rate (with success defined as a grade

1998 and transferred to a University of North Carolina institution within 2 years, 78% had a GPA of 2.0 or greater after 2 semesters. (GC)

ED 457 892 JC 010 642

Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Seventh Progress Report.
PUB DATE- 01
NOTE- 11p.; for the sixth progress report, see ED 446 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; American Indians; Asian American Students; Blacks; *Community Colleges; *Diversity (Student); Employment; Hispanic American Students; *Minority Groups; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington

This research report presents information regarding access and success for people of color in Washington's community and technical colleges. Indicators and status are provided for each of three goals: enrollment diversity, student success, and employment diversity. Report highlights include: (1) students of color made up 26% (44,132) of the total student population; (2) academic progress for students of color is below that of whites; (3) progress for white students and for students of color remained mostly unchanged from 1998-1999, with the exception of Native American students dropping from 49% to 41% and African Americans rising from 40% to 42%; (4) transfer rates have also remained unchanged, with African-American and Hispanic students continuing to show the lowest percentages in transfer; (5) percentages of completion from high-wage occupational programs in 1998-1999 show that Asian/Pacific Islanders completed programs at a rate of 49% and African-Americans at a rate of 37%; and (6) statistics show that people of color made up 13% of full-time faculty, 9% of part-time faculty, 20% of classified support, and 15% of administrative or exempt professional staff. (CJW)

ED 457 893 JC 010 644

Marashio, Nancy, Ed.; Marashio, Paul, Ed.
Pedagogy Journal, 2001.
PUB DATE- 01
NOTE- 65p.; Published annually. For volume 7, see ED 450 866.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; *Community Colleges; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; *Teaching (Occupation); Two Year Colleges
IDENTIFIERS- *New Hampshire Community Technical Colleges

This annual journal contains articles about pedagogy written by faculty members of New Hampshire's Community Technical Colleges. Included in this volume are: (1) "Preface" by Paul Marashio; (2) "Distance Education: An Educator's Experience as an On-Line Student" by John Marclay; (3) "Emergence" by L. Sue Webb; (4) "Art and Nursing" by Karen A. Noonan and Wendy A. Labelle; (5) "I Did" by Tammy Ashley; (6) "Portrait of a Teacher as an Artist" by Paul Marashio; (7) "Teaching Developmental Writing: Sentence Diagrams and the Writing Process" by Marion B. Schafer; (8) "Don't Fill a Vessel. Spark a Flame" by Larry Carle; (9) "The Changing Classroom--Not

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; American Indian Culture; *American Indians; Community Colleges; Comparative Analysis; *Student Attitudes; Student Motivation; *Tribally Controlled Education; Tribes; *Two Year Colleges
IDENTIFIERS- Minnesota

The purpose of this qualitative study was to explore and identify societal, institutional, organizational, family, and individual factors associated with American Indian students' completion and noncompletion rates in a tribal college in northern Minnesota. Data collection included a series of in-depth interviews and two focus groups with seven completers and six noncompleters from a tribal college in northeastern Minnesota. All data were collected between January and April, 2000. The study found that both the completers and the noncompleters were confronted with five key issues: physical abuse; emotional abuse; alcoholism; poverty; racism, and the "crabs in a bucket" notion. "Crab in a bucket" refers to the phenomenon that when any member of the community attempts to leave it for higher education or better employment, others in the community try to retain that person by shaming, insulting, teasing, or ostracizing him/her. Although the completers and the noncompleters of the tribal college faced substantially the same issues, it was found that the degree completers had a stronger sense of resiliency, a higher level of self-esteem, and a stronger orientation toward goal completion than did the non-completers. (Contains 178 references.) (GC)

ED 457 913 JC 010 669

Solomon, Irwin E.
Articulation, College Transfer, and Academic Success: Northern Virginia Community College Transfer Students and Post-Transfer Success at George Mason University.
PUB DATE- 01
NOTE- 127p.; Doctoral Dissertation, George Mason University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Articulation (Education); Bachelors Degrees; *College Transfer Students; Community Colleges; Degrees (Academic); Higher Education; *Institutional Cooperation; *Outcomes of Education; Transfer Rates (College); Transfer Students
IDENTIFIERS- *George Mason University VA; *Northern Virginia Community College

This 1993-1997 study had two objectives: to inquire into the post-transfer academic at a four-year university, and to answer the call for continued research into articulation and transfer. The author found that (1) a group of 561 Northern Virginia Community College (NVCC) students who transferred to George Mason University (GMU) over a 5-year period showed no significant difference in grade point average (GPA) at the time of graduation from GMU when compared with a group of 2,057 GMU native students; (2) age, gender, and race as tests of influence on the success of the NVCC transfer students only accounted for 3% of the variation in graduation GPAs; (3) the NVCC transfer students in this study achieved a graduation grade point performance 13% higher than their earlier counterparts, while GMU native students' GPAs increased only 6.5%; (4) there was no significant difference in GPAs of NVCC students in their last semester and their GPAs after their first semester at GMU, indicating a non-existence of transfer shock; (5) no conclusion could be drawn as to the influence of solicit input in the development of computer ethics policies and an ethical instruction plan. Twenty-four out of the 58 invited system administrators participated in the survey (response rate 41%). Survey findings support implementing ethics instruction on campus. A model computer ethics policy and accompanying instructional plan is presented with this study as a practical solution to technology-induced dilemmas for organizational leaders within higher education. This document also reviews perspectives on ethics and computer ethics. Behavioral theories, particularly the Theory of Deindividualization, are highlighted to illuminate underlying assumptions and behavioral intentions of computer users and are used to develop a set of computer ethics policies and procedures. (Contains 168 references.) (GC)

ED 457 933 JC 010 691

Gabriner, Robert; Mery, Pamela
TANF Profile of CCSF Students Who Are Welfare Recipients.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; English (Second Language); Grade Point Average; Minority Groups; *Student Characteristics; Two Year Colleges; Welfare Recipients
IDENTIFIERS- *City College of San Francisco CA; *Temporary Assistance for Needy Families

This document highlights some of the aspects surrounding students at City College of San Francisco (CCSF) who are receiving Temporary Aid to Needy Families (TANF), or are welfare recipients. CCSF receives funding to provide education, training, and support to TANF students referred to the college by the Department of Human Services (DHS). Two categories of TANF recipients enroll in CCSF programs: those formally referred by DHS, and those already enrolled in programs at the institution. Limited time is allowed for funding, as TANF recipients must find employment within 18 months of establishing a work and education plan. Report highlights for the spring 1997 term include: (1) 73% of TANF students were enrolled in non-credit courses, 23% were enrolled in credit courses, and 4% were enrolled in both; (2) most TANF students were female, although some single-male parents and dual families were recipients; (3) the average TANF recipient was found to be older than the average CCSF student (about 30-49 years of age); (4) TANF students were found to enroll mostly in English-as-a-Second Language courses (60% of students) and English (32%) courses; (5) the majority of TANF students attend CCSF for the same length of time as the average CCSF student; and (6) when performance of TANF students was examined, the average GPA was just below that of other CCSF students, typical of most TANF students across the state. (CJW)

ED 457 934 JC 010 692

Profiles for Progress: Preparing Community College Leaders for a New Era. Report #2.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

2000.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Students; *Alternative Assessment; *College Credits; Community Colleges; *Employment Experience; Evaluation Methods; Foreign Countries; Informal Education; *Prior Learning; *Student Experience; Two Year Colleges
IDENTIFIERS- *Prior Learning Assessment; *Saskatchewan Institute of Applied Sci and Techn

The Saskatchewan Institute of Applied Science and Technology (SIAST) assesses applications to its Prior Learning and Assessment (PLAR) program. This 1999-2000 report is the second annual account of SIAST assessments of PLAR requests. PLAR Policy identifies the following standards for quality assurance in assessing learning for credit: (1) demonstrated learning; (2) learning that is relevant to the content and learning outcomes of the course or program; (3) learning that is consistent with higher education achievement levels; (4) learning that has practical and theoretical applications; and (5) learning that must be assessed by content specialists. PLAR requests to SIAST are rated as: (1) successful; (2) pending; (3) partial; and (4) unsuccessful. Highlights of the statistics report on requests include: (1) 224 applicants requested prior learning assessment and recognition for 559 courses offered at SIAST; (2) 402 (72%) of the 559 requests were successful, 16 (3%) were unsuccessful, and 141 (25%) were pending--there were no partial recognition requests; (3) 397 (71%) of the course requests were extension activity requests; and (4) the 559 course requests pertained to 96 actual courses offered at SIAST. PLAR has also concentrated on forming partnerships with business and industry to develop techniques and protocol designed to certify employees through PLAR. (NB)

ED 457 954 PS 027 970

Katzen-Luchenta, Jan
Awakening Your Toddler's Love of Learning: A Stroll down the Road Less Toddled.
PUB DATE- 99
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Speech; Child Behavior; *Child Development; Child Language; Child Rearing; Montessori Method; *Parent Child Relationship; *Parents as Teachers; *Toddlers

This book by a Montessori educator provides ideas and suggestions for parents, extended families, preschool teachers, and anyone who wants to gain a simple understanding of how and when to relate to a toddler in a supportive, not destructive, manner. The book addresses how to communicate with toddlers, how to avoid and resolve emotional conflict, how to prevent and heal attention and speech challenges, and how to develop a teaching relationship with your toddler and create a supportive home learning environment. Included are 125 activities that advance

ED 457 972 PS 029 810

Walker, Sherry Freeland, Ed.
Early Care and Education Issues Rising to the Top.
PUB DATE- 01
NOTE- 17p.; Published three times per year. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Uses in Education; *Day Care; Educational Finance; Educational Improvement; *Educational Policy; Educational Quality; Educational Technology; Financial Support; Leadership; Models; Newsletters; *Preschool Education; School Readiness; State Programs

Noting that growing consensus about the importance of the first 5 years of life has prompted in-depth considerations about the systemic quality of early care and education in the United States, this issue of "State Education Leader" examines various aspects of early learning. Topics considered in this issue are: (1) key issues in financing early care and education; (2) leadership in early care and education; (3) educational technology in early care and education; (4) creating an integral system of governance of early care and education; (5) teaching quality; (6) the movement toward a seamless "P-16" educational system from preschool to postsecondary education in Illinois; (7) determining school readiness; and (8) the Early Learning Initiative of the Education Commission of the States. (KB)

ED 457 973 PS 029 811

Kauerz, Kristie
Starting Early, Starting Now: A Policymaker's Guide to Early Care & Education and School Success.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; William Caspar Graustein Memorial Fund, Hamden, CT.; Harris Family Foundation, Inc., Huntsville, AL.; Metropolitan Life Foundation.; Ewing Marion Kauffman Foundation, Kansas City, MO.; George Gund Foundation, Cleveland, OH.; Charles A. Dana Foundation, New York, NY.
PUB DATE- 01
NOTE- 33p.; This report is a part of ECS' "Early Learning: Improving Results for Young Children" initiative with additional support by KnowledgeWorks Foundation and Lucent Technologies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Change Agents; *Change Strategies; *Day Care; *Early Childhood Education; Educational Policy; Planning; Program Effectiveness; Public Opinion; *Public Policy; Values; Young Children
IDENTIFIERS- Program Characteristics

The development of a high quality system of early care and education requires the attention, investment, and action of several groups, including parents, business leaders and philanthropists, teachers, media, and policymakers. This report, produced by the Education Commission of the States (ECS) as part of its Early Learning: Improving Results for Young Children initiative, is designed to serve as a practical guide for policymakers and others to use in their efforts to build systematic and sustainable reform of early care and

PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Child Safety; Hazardous Materials; Health Programs; *Identification; *Lead Poisoning; *Prevention; Public Health; Public Policy; *Young Children
IDENTIFIERS- Lead (Metal); *Screening Programs

Noting that too many children with elevated lead levels are not being identified in the United States, this report presents policy guidelines for increasing screening and follow-up care of children who most need these services, and for helping communities pursue the most appropriate approach to preventing childhood lead poisoning. Following an executive summary, chapter 1 of the report presents information on the extent of childhood lead poisoning in the United States, delineating, by state, the percentage of housing built before 1950. Chapter 2 presents a three-pronged approach to childhood lead poisoning prevention, focusing on assessment of lead exposure, policy development, and assurance of activities to prevent lead poisoning. Chapter 3 details six steps in developing and implementing a statewide screening plan: forming an advisory committee, assessing lead exposure and screening capacity, determining the boundaries of recommendation areas, deciding on appropriate screening, writing screening recommendations, and implementing the statewide plan. Chapter 4 discusses the roles of child health care providers in childhood lead poisoning prevention. Chapter 5 lists resources from the Centers for Disease Control and Prevention. Chapter 6 delineates research priorities related to childhood lead poisoning prevention. The report also lists members of the Advisory Committee on Childhood Lead Poisoning Prevention and concludes with a glossary. Some chapters contain references. (KB)

ED 457 994 PS 029 837

Get the Lead Out: Illinois Childhood Lead Poisoning Surveillance Report, 1999.
PUB DATE- 00
NOTE- 13p.; For 1997-1998 report, see ED 438 034. Produced by the Illinois Childhood Lead Poisoning Prevention Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Child Health; Children; Community Characteristics; *Counties; Family Environment; Hazardous Materials; Hispanic Americans; *Lead Poisoning; Legal Responsibility; Preventive Medicine; Safety; Statistical Analysis; *Statistical Data; Statistical Surveys
IDENTIFIERS- African Americans; Environmental Problems; Household Risks; *Illinois; *Lead (Metal)

In order to highlight the importance of identifying children with elevated blood lead levels, the Illinois Department of Public Health produces its surveillance report to present state and county level data on the number of children screened for and identified with lead poisoning. In Illinois, all children between 6 and 84 months of age must be assessed for lead poisoning at least once before entering a licensed day care center, preschool, or kindergarten. This report provides

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Admission; *Curriculum; Educational Practices; *Educational Resources; Elementary Secondary Education; Family Work Relationship; Fathers; *Home Schooling; *Home Study; Individual Differences; Music; *Parent Student Relationship; *Parents as Teachers; Program Descriptions; State Standards; Teaching Methods
IDENTIFIERS- Social Movements

This almanac is intended for parents who are considering home schooling or who are already home schooling and want to expand and obtain more resources, and for non-home-schooling parents who want educational resources to supplement their child's education at home. Part 1 of the almanac presents background information into what home schooling is and how it works. Chapter 1 explores why home schooling should be considered. Chapter 2 offers advice on how to begin, including the philosophy of one father who home schooled four sons. Chapter 3 demonstrates the importance of father involvement in children's lives and education. Chapter 4 presents information on determining a child's learning style. Chapters 5 through 7 detail three basic methods--the parental approach, the unschooling method, and the eclectic method--with each chapter including an interview with a home-schooling parent utilizing that approach. Chapter 7 discusses lesser-known home-schooling methods, including the delayed academic approach and the Charlotte Mason method. Chapter 8 focuses on the use of music as family entertainment and an enriching aspect of education. Chapter 9 discusses college admissions for home schoolers. Chapter 10 provides ideas for home-based businesses that enable parents to support their family while staying home with their children. Chapter 11 answers commonly asked questions about home schooling. Part 2 of the almanac highlights products for home schooling related to language skills, mathematics, science, technology, liberal arts, thinking skills, and arts and crafts. Part 3 provides information on available print and Web site resources related to diverse religious or ethnic home-schooling groups and various methods of home schooling. Part 4 provides information on home schooling for each of the 50 states, including state regulations and political climate regarding home schooling, along with contact information for statewide home-schooling groups and the state's department of education. Appended is information on people behind the home-schooling movement and various terms used in home schooling as well as coupons providing discounts on home-schooling materials. (KB)

ED 458 014 PS 029 860

Fernandez, Silvia Rodriguez
Rights of the Child in Guatemala.
PUB DATE- 01
NOTE- 48p.; Report presented to the Committee on the Rights of the Child (27th Session, Geneva, Switzerland, May 21-June 8, 2001). For other reports in the Rights of the Child series, see PS 029 861-862. Supported by Misereor and the Fondation de France.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption; Child Abuse; Child Advocacy; Child Safety;

Rahman, Ed.; Guralnick, Eva, Ed.
Child Care Health Connections, 2001: A Health and Safety Newsletter for California Child Care Professionals.
PUB DATE- 01
NOTE- 74p.; For 2000 newsletters, see ED 447 931. Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Breastfeeding; *Child Caregivers; Child Development; *Child Health; *Child Safety; Compensation (Remuneration); Consultants; *Day Care; Early Childhood Education; Inclusive Schools; Infant Care; Infants; Newsletters; Nutrition; Obesity; Parent Caregiver Relationship; Sick Child Care; Standards; Stress Variables; Toddlers; Transportation; *Young Children
IDENTIFIERS- California; Day Care Quality

This document is comprised of the six 2001 issues of a bimonthly newsletter providing information on young children's health and safety for California's child care professionals. Regular features include a column on infant/toddler concerns, a question-answer column regarding medical and health issues, and resources for child care providers. Periodically featured is information on behavioral and school-age care issues. The feature articles for each issue are as follows: (1) "Including All Children in San Diego" (Jan-Feb); (2) "Hooray for Health Consultants and Health Coordinators!" (Mar-Apr); (3) "CCHP California Childcare Health Program Welcomes New Staff" (May-Jun); (4) "Injuries in Child Care Centers: Gender-Environment Interactions" (Jul-Aug); (5) "Talking with Parents about Better Compensation for Child Care Staff" (Sep-Oct); and (6) "Caring for Ourselves" (Nov-Dec). (KB)

ED 458 032 PS 029 881

The Bottom Line Is... Children.
PUB DATE- 01
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Adoption; Child Abuse; *Child Health; *Child Welfare; *Children; Counties; *Day Care; Demography; Early Childhood Education; Early Parenthood; Expenditure per Student; Health Insurance; Hunger; Juvenile Justice; Lead Poisoning; Nutrition; Poverty; Prenatal Care; Social Indicators; Statistical Analysis; *Well Being; Youth Problems
IDENTIFIERS- *Pennsylvania (Southeast); Project Head Start

Noting that the last decade has seen population shifts, economic and governmental changes, and different family and work patterns that have influenced the lives of children and their families of southeastern Pennsylvania, this report presents information on the current situation for children and families in the five counties of southeastern Pennsylvania. Statistics are presented in eight areas: (1) child health, including prenatal care, teenage pregnancy, health coverage, and lead poisoning; (2) child care, including number of children between birth and 5 years and number of accredited child care facilities and Head Start spaces; (3) child welfare, including reports of child abuse, and adoptions; (4) the safety net, including percentage of children living in poverty, and children from families receiving cash assistance; (5) making sure children have enough to eat, including food stamp and interdisciplinary studies, such as a family heritage project in Tennessee, the study of a local stream and its water in Maine, and the Kickapoo River Institute in Wisconsin; (4) studies of the local economy, history, and natural environment in Howard, South Dakota; (5) studies of local renewable energy resources and local artists and artisans in Mendocino, California; (6) development from an oral history project to place-based projects across the curriculum in a south Texas school; and (7) local history projects in Virginia. Some principles are offered for keeping this work going. (SV)

ED 458 052   RC 022 714

Baker, Frederick J.
Education in Micronesia: A Multicultural Perspective.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Cultural Maintenance; *Culturally Relevant Education; *Educational Needs; Experiential Learning; Foreign Countries; Geographic Isolation; Indigenous Populations; Language of Instruction; Literacy; Native Language Instruction; *Nonformal Education; *Pacific Islanders; Rural Education; World Views
IDENTIFIERS- *Micronesia

Traditional education in Micronesia has been informal and experiential, with a communal orientation. Certain knowledge is secret, and much folklore and mythology is sacred. For over 100 years, Western-style education has been imposed on Micronesia by the Spanish, Germans, Japanese, and Americans. Western education has focused on instruction in the language of the administering authority; literacy in that language; and vocational skills following a modern pattern, with emphasis on the development of individuality. There has been no effort to build on the preexisting foundations of traditional education. As Micronesians increasingly accept a money economy and consumer society, traditional education has lost status and prestige. The result has been impoverishment of the native languages--many children lack literacy in either their own language or English. Now that self-government is upon them, this generation of Micronesians must decide on the best form of education for their country. Based on research findings that it is easier to learn how to read in one's own language and that adults learn more quickly than children, it is proposed that children grow up in their villages with traditional education and then, at 16, enter Western-type schools to learn the present elementary secondary curriculum. This would assure the production of truly multicultural individuals. (TD)

ED 458 053   RC 022 904

Leasher, Evelyn, Comp.
One Room Schools: Bibliography. A Presentation of the Clarke Historical Library.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Art; *Educational History; Elementary Secondary

Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *American Indian Education; *College Programs; Colleges; *Federal Programs; Higher Education; International Organizations; *National Organizations; Nongovernmental Organizations; Public Agencies; Publications; *Resource Materials; Technical Assistance; Tribally Controlled Education; Youth Programs
IDENTIFIERS- Native American Studies

This fifth edition of the Native Education Directory presents a rich array of activity in Indian country: organizing, leading, researching, administering, governing, publishing, broadcasting, and educating. Section 1, national and international nongovernment organizations, is broken down into four subsections covering advocacy, networking, and reform; research, development, technical assistance, and training; funding and sponsorship; and youth leadership, mentoring, and service. Section 2, federal programs, consists of 8 subsections; one each for the Departments of Education, Health and Human Services, Housing and Urban Development, Interior, and Labor; Congress; the National Science Foundation; and the Smithsonian Institution. Section 3 covers media, periodicals, publishers, and producers of other useful directories. Section 4 presents state and territorial government and nongovernment organizations. Section 5 covers colleges and universities offering Native studies, Native language instruction, supportive services, or scholarships for Native students. In all sections, each entry lists contact information, including address, contact person, phone, fax, e-mail, and Web site (when available); the area served; and a short program description. (Contains an index.) (TD)

ED 458 071 RC 023 208

Tribal Resources Directory of ACF Programs.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; *American Indians; Child Welfare; *Community Services; *Economic Development; Family Programs; *Federal Aid; *Federal Programs; *Grants; Job Development; Resource Materials; Tribes; Welfare Services; Youth Programs
IDENTIFIERS- *Administration for Children and Families

This directory aims to provide useful information for American Indian tribes and Native American communities about programs funded by the Administration for Children and Families (ACF) that benefit tribal and other Native American service populations. Included are profiles of ACF programs that tribes and eligible Native American organizations may apply to directly, as well as ACF programs where, by law, tribes receive services through the states. Chapters are organized by funding agency: (1) Administration on Children, Youth and Families (child care, child welfare services, Head Start, runaway and homeless youth); (2) Administration for Native Americans; (3) Administration on Developmental Disabilities; (4) Office of Child Support Enforcement; (5) Office of Community Services (community economic development grants, food and nutrition, empowerment zones, family violence prevention, job opportunities, home energy assistance, Native employment preference); and (6) Office of Community Services and Office of Family Assistance (Temporary Assistance for Needy Families TANF). Each profile includes program purposes, funding uses, types of grants, funding levels, eligibility requirements, how

Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational History; *Environmental Education; Foreign Countries; Policy Formation; *Science Curriculum; Social Structure
IDENTIFIERS- *New Zealand

This paper examines the history of environmental education in New Zealand over the last fifteen years, reviewing that history in the context of concurrent changes in the school curriculum and wider society. Preliminary conclusions concerning the potential role of environmental education as a socially transformative agent are developed as a lens through which to examine ourselves as educators. It concludes that belief in a future constructed around social and environmental justice and the common good requires us to expand our role beyond the educational into the arena of politics in order to counter political intrusion into education. (Contains 31 references.) (Author/YDS)

ED 458 092 SE 064 743

Harvey, Sharon
A Decade of Change for Tertiary Education and Science Research in New Zealand: Who Benefits?
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economics; Foreign Countries; *Government Role; Higher Education; Public Policy; *Research; Science Education
IDENTIFIERS- *New Zealand

The paper considers the key changes in tertiary education research and the national science regime under neo-liberal governments in New Zealand. It tracks the moves in both systems towards mounting contestability and integration for increased economic performance. This investigation questions whether government policies around knowledge production will be successful in giving New Zealand entree into the much touted "knowledge society" and whether this is a desirable goal for the country, anyway. Finally, it looks at the other possibilities for the production of knowledge and the conditions within which it occurs. (Contains 45 references.) (Author/SAH)

ED 458 093 SE 064 759

Ryan, Rebecca
Reflective Science: An Exploration of the Uses of Reflective Dialogue Journal Writing in Secondary Science Classrooms.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

Educational Research Association (Hilton Head, SC, February 26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Education; *Hands on Science; Inquiry; Middle Schools; Problem Solving; *Science Achievement; Science Instruction; Science Projects; *Science Teachers; *Self Efficacy; Self Esteem; *Student Development

The purpose of this research was to describe how self-efficacy affects the development and science achievement of practicing teachers after their participation in a half day long hands-on science lesson provided by the Science on Wheels project. The 42 practicing K-8 teachers were from eight different counties located in a rural mid-eastern state. A novel survey was created to determine the science achievement and self-efficacy level of the teachers (Bandura, 1995). The survey had 30 questions and the questions were modified from existing surveys in the area of science achievement and self-efficacy. The survey was administered at the beginning of the hands-on science lesson and at the end of the half day long lesson. The hands-on science lesson the inservice teachers participated in was designed for middle school students and dealt with the topics of "Matter" and "Light." The middle school students and the inservice teachers participated in the hands-on science lessons which were part of the "Science on Wheels" program. The data from the surveys were analyzed using a paired t-test to determine differences in the pretest and posttest data. The pretest and posttest data had numerous significant findings. The inservice teachers reported that after they participated in the hands-on science lessons, they felt significantly more confident that they could plan a constructivist/inquiry science lessons t(41)=4.47 .01 . The teachers also felt they could serve as a resource person t(41)=4.50 .01 and perform science demonstrations in front of large groups t(40)=4.32 .01 of people. The last significant finding dealt with a person's ability to tutor another person. The inservice teachers felt more confident that they could tutor a fellow teacher in science t(40)=3.90 .01 . (Contains 17 references.) (Author/MM)

ED 458 119 SE 065 261

Carter, William; Sottile, James M., Jr.; Carter, Jennifer
Science Achievement and Self-Efficacy among Middle School Age Children as Related to Student Development.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Hands on Science; Inquiry; Middle School Students; Middle Schools; Problem Solving; *Science Achievement; Science Instruction; *Self Efficacy; Self Esteem; *Student Development

The purpose of this research was to document the relationship among student development, science achievement, and self-efficacy among middle school students. A novel survey was created to determine the self-efficacy levels of the middle school students. The middle school students were also administered two novel content quizzes in the area of "Matter" project started, are listed in the resource section at the back of the booklet. (PVD)

ED 458 143 SE 065 316

Berns, Barbara Brauner; Kantrov, Ilene; Pasquale, Marian; Makang, Doris Santamaria; Zubrowski, Bernie; Goldsmith, Lynn T.
Guiding Curriculum Decisions for Middle-Grades Science.
PUB DATE- 01
NOTE- 271p.; "With assistance from Michele Browne and Kristin Metz."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Curriculum Evaluation; *Educational Improvement; *Learning Strategies; Middle Schools; Professional Development; *Science Activities; Science Instruction
IDENTIFIERS- National Science Education Standards

This guide is part of a series of curriculum guides for the middle grades that use a special framework to examine and implement standards-based curricula. In this guide, for developing science curricula for the middle grades, a set of critical questions is posed for curriculum decision making that corresponds to a framework of three components of academically excellent curricula: (1) academic rigor; (2) equity; and (3) developmental appropriateness. These principles are illustrated through practitioners' descriptions of their experiences in implementing standards-based curricula. In addition to providing information about the implementation of particular materials, these practitioners talk about the big picture of how curriculum related to their standards for student performance, instructional approaches that they saw as most effective for student learning in diverse populations, and their commitment to professional development. Chapter 3 presents profiles of 11 examples of science curriculum materials worthy of consideration by schools that want to help middle-grade students meet national science standards. The final chapter provides an annotated list of additional resources to assist the reader in making curriculum decisions. These include professional organizations, sources of information about designing or implementing curricula, professional development programs, and additional curriculum materials including forthcoming publications. (PVD)

ED 458 144 SE 065 375

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching Cumulative Report for FY96-00.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data; *Educational Administration; *Educational Change; Elementary Secondary Education; Evaluation; Mathematics Education; *Professional Development; Science Education

This report presents activities, accomplishments, and conclusions

PUB DATE- 01
NOTE- 0p.; CD-ROM for Windows 95/98 NT4, 2000. Produced by ETV Software-Engineering SA, Geneva, Switzerland.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Educational Development; *Global Approach; Information Sources; *International Education; Optical Data Disks; *Profiles; *Statistical Data; Synthesis
IDENTIFIERS- Web Pages

This CD-ROM focuses on basic descriptions of the main characteristics of the organization and functioning of national education systems. Originally, WDE reproduced the national reports on the development of education that the International Bureau of Education (IBE) asked UNESCO member states to present at each session of the International Conference on Education. This fourth edition (August 2001) contains profiles of 158 countries. The graphical presentation of the database has been improved, and as in the previous edition, an annotated list of selected Web resources has been included, giving access to a wide range of additional resources. The information service provided through WDE, a service that the IBE will continue to improve and adapt to existing needs, now combines the following features: worldwide coverage; descriptions of national education systems emphasizing qualitative rather than quantitative information, and syntheses rather than analyses of data; possibility of exploiting the potential offered by computerized databases; acknowledgment of, and reference to, other sources of information; and simple access to information made available on the Internet. (BT)

ED 458 167   SO 033 061

The Fed Today: Lesson Plans and Activities for Economics, Government, and History Teachers.
PUB DATE- 99
NOTE- 73p.; Accompanying videotape not available from ERIC. Includes a brief brochure on the Federal Reserve.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Banking; Economics; *Economics Education; Federal Government; *Government Role; Higher Education; *Money Management; Secondary Education; Social Studies; Videotape Recordings
IDENTIFIERS- *Federal Reserve System; *Money; Web Sites

Most educators agree that the story of the evolution of money and banking in the United States includes many historical events that have been crucial to the nation's development. This collection of materials consists of a video, a related brochure, and a series of lesson plans about the Federal Reserve. The video provides a 14-minute introduction to the Federal Reserve and its role in the money and banking system of the United States, and the brochure summarizes the Federal Reserve today, its history and its operation. The accompanying teacher's guide includes six lesson plans: (1) "'The Fed Today': A Video on the Federal Reserve"; (2) "History of Money and Banking in the U.S."; (3) "Is the Fed Public or Private?"; (4) "The Fed's Role in Making and Setting Monetary Policy"; (5) "The Fed Is Protecting Your Money"; (6) "The Fed: Helping Keep Banks Safe and Sound." The lessons give suggestions for teachers to incorporate Web-based resources from Federal reserve Web sites. The video, lessons, and Web sites can be

NOTE- 9p.; Paper presented at the Annual Meeting of the National Educational Computing Conference (22nd, Chicago, IL, June 25-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; *Parent Teacher Conferences; Parent Teacher Cooperation; Preservice Teacher Education; Teacher Attitudes; Teaching Methods
IDENTIFIERS- California Lutheran University

This study evaluated the effectiveness of Tapped In, a multi-user virtual environment (MUVE), in facilitating parent-teacher conferencing. California Lutheran University had received a grant to prepare teachers to use technology and implement distance learning. Participants chose Tapped In, which allowed faculty to meet with preservice and inservice teachers in real-time virtual classrooms and online for seminars and meetings. It also allowed inservice teachers to communicate with students' families about student progress and provided an opportunity to appropriately integrate technology in their own teaching and learning. A survey was developed to assess teachers' attitudes before and after using Tapped In as an online parent- conferencing tool. Graduate students completed the pre-survey, explained Tapped In to parents, then met with parents three times during the semester. Topics for online discussion included homework, upcoming events, and reactions to Tapped In. At the end of the semester, they completed the survey again, wrote class profiles and reflections, and turned in transcripts from Tapped In sessions. Results indicated that though teachers had some initial concerns, they were very positive about the experience overall, and they showed increases in their comfort levels with face-to-face and online parent conferencing. (SM)

ED 458 191   SP 040 289

Thomas, Kelli R.; Lamson, Sharon L.; King, Andrew K.
Training Teacher Candidates To Create Web-Based Electronic Professional Portfolios.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (81st, New Orleans, LA, February 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; Multimedia Materials; *Portfolios (Background Materials); Preservice Teacher Education; Student Teachers
IDENTIFIERS- *Electronic Portfolios

This paper describes the processes undertaken by Central Missouri State University's Department of Curriculum and Instruction to prepare teacher candidates to create Web-based professional portfolios that represent progress and learning, highlighting critical elements needed to enable the successful incorporation of electronic portfolios into a teacher education program. This school's electronic portfolio is a collection of evidence technologies were available for use in their individual classrooms so they could receive the most appropriate training. There appeared to be a shortage of public school funds to provide the necessary equipment and training to teachers and classrooms. Three appendixes include the study's cover letter, the questionnaire, and acknowledgments. (Contains 40 references.) (SM)

ED 458 209 SP 040 355

Upham, Dayle
Celebrating Teachers.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Biennial Meeting of Kappa Delta Pi (43rd, Orlando, FL, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; Creativity; Cultural Pluralism; Curiosity; Elementary Secondary Education; Empathy; Higher Education; Humor; Knowledge Base for Teaching; Mentors; Parent Teacher Cooperation; Preservice Teacher Education; *Teacher Characteristics; *Teacher Student Relationship; *Teachers; Teaching Skills
IDENTIFIERS- Flexibility (Teacher); Risk Taking; Teacher Enthusiasm; Teacher Knowledge; Tolerance

This essay presents a list of 11 qualities that outstanding teachers possess, including: (1) flexibility (being able to change plans at a moment's notice and make adjustments accordingly); (2) enthusiasm and energy (showing a drive to excite students and model positive behavior); (3) empathy (acting understanding and compassionate of parents as well as students); (4) knowledge of content (learning continually and keeping current in the field); (5) humor (being able to laugh at oneself and divert potentially difficult situations); (6) tolerance (valuing all people, regardless of race, socioeconomic status, religion, or sex); (7) advocacy (mentoring both parents and students); (8) curiosity/risk taking (being willing to try new approaches and setting an example for students to go above and beyond the assignment); (9) defiant determination (never giving up on a student); (10) creativity (being able to make something out of nothing on a small budget and inventing creative ideas for lessons to capture all students); and (11) forming relationships with students (gaining their trust and respect). (SM)

ED 458 210 SP 040 356

Klein, Hans E., Ed.
Interactive Teaching and the Multi Media Revolution: Case Method & Other Techniques. Selected Papers of the International Conference on Case Method Research & Application (15th, Marseille, France, July 9-13, 1998).
PUB DATE- 99
NOTE- 592p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; *Case Method (Teaching Technique); Case Studies; *Computer Uses in Education; Distance Education; Diversity (Student); *Educational Research; *Educational Technology; Elementary Secondary Education; Foreign Countries;

Bierschenk, Bernhard
Invariant Formulations of the Kinematics of Body Movement on the Visual Cliff. No. 80.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Measurement Techniques; *Motion; Simulation; Structural Analysis (Linguistics); *Text Structure; *Verbal Communication
IDENTIFIERS- *Consciousness; Kinematics; *Visual Cliff Experiment

No one has ever been able to look into the language space, nor has anyone been able to measure the phenomenon of consciousness without the interference of an observer. This article changes the situation, showing that from now on it is possible to produce measures of consciousness without the presence of classical observation devices. The observation problem can be bypassed since the "observer" is part of the "observed." This means that the phenomenon is describing itself. Since there is no longer any need for mirroring the state of consciousness by the state of an apparatus, the classical problem of an observation on the apparatus has disappeared. It is shown in this paper that the measurement situation has been changed fundamentally. A full description is attainable through the establishment of the geometrical shapes of involuted textual flows. In a simulation experiment, the captions of the Visual Cliffs experiment (E. Gibson and R. Walk, 1960) were explored. The hypothesis of this experiment was that a subtle interplay between the oscillation of textual strings and the winding of work cycles creates the language space. The significance of the analysis of the language space is in the determination of the phase transitions involved on the kinetic level and in the determination of the flow morphology of the text at different occasions of change. (Contains 11 references.) (SLD)

ED 458 230 TM 033 390

Frank, Martina W.; Walker-Moffat, Wendy
Evaluation of Urban After-School Programs: Effective Methodologies for a Diverse and Political Environment.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Children; Elementary Secondary Education; *Evaluation Methods; Financial Support; Political Influences; Program Effectiveness; *Program Evaluation; *Urban Schools; Young Adults
IDENTIFIERS- *Empowerment Evaluation

This study considered how 25 highly diverse after-school programs with funding of $5.6 million were evaluated during a 10-month period. The paper describes the evaluation methodologies used and determined which methodologies were most effective within a diverse and political context. The Bayview Fund for Youth Development (name assumed for purposes of this paper) was the result of a ballot initiative to set aside a large sum to fund programs for children and youth. The Fund supported 25 programs, 4 for children aged up to 5, and 21 for children and

415.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Correlation; *Course Content; *Curriculum; Elementary Secondary Education; *Mathematics; *Standards; State Programs; Testing Programs
IDENTIFIERS- Alabama; *Alabama High School Graduation Examination; *Stanford Achievement Tests

This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the Alabama High School Graduation Examination and the Stanford Achievement Test, Ninth Edition Stanford 9) in Mathematics. The document illustrates that courses of study content standards embody both Alabama High School Graduation Examination and Stanford 9 objectives, demonstrating that local education agencies may feel confident developing local curriculum based on one document: the state course of study. Each page of this document contains four columns. The first is the course of study content standards, and the second places the Alabama High School Graduation Exam objectives, with eligible content, beside the related content standard. The third column contains an "X" for the Stanford 9 correlation to the course of study, indicating that one or more components of the content standard is tested on the Stanford 9. The fourth column is designed for local use; a system may choose to list instructional strategies or resources here. The standards are given for kindergarten through grade 11, although the mathematics subject-area test does not contain content above the level of Algebra I. (SLD)

ED 458 252 TM 033 414

Alabama Science Course of Study: Assessment Correlation.
PUB DATE- 99
NOTE- 813p.; For other Alabama courses of study, see TM 033 412-415.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Achievement Tests; Correlation; *Course Content; *Curriculum; Elementary Secondary Education; *Sciences; State Programs; State Standards; Testing Programs
IDENTIFIERS- Alabama; *Alabama High School Graduation Examination; *Stanford Achievement Tests

This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the Alabama High School Graduation Examination and the Stanford Achievement Test, Ninth Edition Stanford 9) in Science. The document illustrates that courses of study content standards embody both Alabama High School Graduation Examination and Stanford 9 objectives, demonstrating that local education agencies may feel confident developing local curriculum based on one document: the state course of study. Each page of this document contains four columns. The first is the course of study content standards, and the second places the Alabama High School Graduation Exam objectives, with eligible content, beside the related content standard. The third column contains an "X" for the Stanford 9 correlation to the course of study, indicating that one or more components of the content standard is tested on the Stanford 9. The fourth column is designed for local use; a system may choose to list

Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Portions of presentation funded by Moravian College Faculty Development and Research (FDRC) Award and a 2001 FDRC Summer Stipend.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Cooperative Learning; Higher Education; Peer Teaching; *Statistics; *Teaching Methods

Students should not learn statistical concepts in isolation; statistics and data analysis invite conversations concerning which analysis to use and why, what was found and why, and what results mean and why. To emphasize the importance of this learning in common, a college teacher requires students to collaborate on research projects from hypothesis conception to empirical realization, from data collection to analysis, interpretation, write-up, and presentation. Collaborative efforts provide a practical division of labor and necessarily promote recursive learning, as collaborators must explain and justify their choices to one another. Learning statistics in common encourages students to clarify the choice, application, and appropriateness of statistical analyses; to share and defend a data analytic point of view; to learn while critiquing the perspective of another; to cooperate to create a finished project (manuscript or talk); and to mimic professional psychologists who often work on joint research projects. (Author/SLD)

ED 458 273 TM 033 436

Brown, Pamela J.; Augustine, Andy
Screen Reading Software as an Assessment Accommodation: Implications for Instruction and Student Performance.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Computer Software; Educational Testing; *High School Students; High Schools; Sciences; Social Studies; *Test Format; Testing Problems
IDENTIFIERS- *Screen Readers

Whether assessment items administered using screen reading software measure students learning better than assessment items in a paper-and-pencil format was studied. Using a computer to present a test orally controls for standardization of administration and allows each student to complete the assessment at his/her own pace. In this study, 96 students completed a science assessment and 110 completed a social studies assessment. One version was administered in the traditional paper-and-pencil format while the other version was administered through a computer using screen reading software. To compare student performance on the two versions of the assessment, a repeated-measures design using the general linear model was used. The results of the repeated-measures analysis of covariance reveal that for both the social studies and science assessments, the students' reading score had a significant effect. However, format (screen reading versus

DESCRIPTORS- *Databases; *Educational Research; *Information Dissemination; Information Utilization; Use Studies; *Users (Information)

IDENTIFIERS- *ERIC

This study estimated the number of people searching the ERIC database each day. The Educational Resources Information Center (ERIC) is a national information system designed to provide ready access to an extensive body of education-related literature. Federal funds traditionally have paid for the development of the database, but not the dissemination of the information. This model has precluded collecting accurate information about use of the database. Data from the ERIC Document Reproduction Service (EDRS) and two of ERIC's clearinghouses, the Clearinghouse on Information Technology and the Clearinghouse on Assessment and Evaluation were used to make estimates of the number of users of the database as a whole. Referrals from these two clearinghouses accounted for 10.02% of the referrals to EDRS in September 2001. The estimate suggests that at least 86 million searches of the ERIC database will be conducted over the next year. This is more than seven million searches a month and more than 230,000 searches a day. This can be considered to be an average of more than 18 searches per year for each of the 4.7 million teachers, college of education professors, and college of education students in the United States. (SLD)

ED 458 293 TM 033 404

Bishop, N. Scott

The Validity of Reading Comprehension Test Scores: Evidence of Generalizability across Different Test Administration Conditions.

PUB DATE- 01

NOTE- 36p.; Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Elementary School Students; Generalizability Theory; *Reading Comprehension; Reading Tests; *Scores; Timed Tests; *Validity

This study examined the effects of different test administration conditions on reading comprehension test scores. Evidence of performance differences across district testing conditions might imply that the meanings and interpretations associated with the corresponding test scores have limited generalizability (i.e., knowing how well one reads under one set of conditions might not generalize to performance under other conditions). The issues addressed by this research pertain to the validity of scores from passage-based reading comprehension tests. Three test administration factors were manipulated at grades 3, 5, and 7: (1) whether examinees read a passage before or after the test questions; (2) whether examinees were allowed to review a passage while they were answering questions about it; and (3) whether examinees received prior training (practice) consistent with the conditions under which they took the test. The average number of subjects in each condition was about 66. Iowa Tests of Basic Skills Vocabulary scores were treated as an individual difference variable. The primary dependent variables were total test scores (obtained under standard and extended time limits), skills scores (facts, inferences, and generalizations), and work rates (at 20 and 42 minutes). The results suggest that plan, class schedule, class syllabus, research paper, and examinations. (Contains 28 references.) (SM)

ED 458 314   UD 034 471

Brown, Brett V.
Tracking the Well-Being of Children and Youth at the State and Local Levels Using the Federal Statistical System. Occasional Paper Number 52. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 32p.; Also sponsored by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Child Welfare; Children; Crime; Elementary Secondary Education; Epidemiology; Federal Government; Health Conditions; Internet; Juvenile Justice; *Public Health; Socioeconomic Status; *Well Being
IDENTIFIERS- Census Data System

Over recent years, there has been an explosion in the collection of state and local level child and youth indicator data by federal statistical agencies and in the dissemination of those data through agency Web sites. This paper reviews these resources and provides information needed to access the data. Data sources are presented in five topical areas: economics and demographics (e.g., decennial Census and Census 2000 Supplementary Survey); health (vital statistics, disease surveillance systems, and health surveys); education (e.g., Common Core of Data and Schools and Staffing Survey); crime and juvenile justice (e.g., Easy Access System and Census of Juveniles in Residential Placement Databook); and child welfare (National Child Abuse and Neglect Data System and Adoption and Foster Care Analysis and Reporting System). Each section begins with an overview of what is available, including descriptions of data portholes that agencies have developed to facilitate access to data, and descriptions of individual data resources, including surveys, administrative data sets, and publications available on agency Web sites. Internet addresses to those resources are provided. Selected nonfederal sources are also briefly covered. An appendix presents a summary listing of federal Web sites containing indicator data on children and youth. (SM)

ED 458 315   UD 034 524

Gallegos, Arnold, Ed.
School Expulsions, Suspensions, and Dropouts: Understanding the Issues. Hot Topics Series.
PUB DATE- 98
NOTE- 278p.
LANGUAGE- English

while at the same time, the greater diversity of student populations and the rapid growth of the Hispanic population and of other ethnic groups have reshaped the problem with a more complex set of issues (e.g., limited English proficiency and lack of parental participation). The paper also focuses on achievement issues related to Asian American students, discussing how to define Asian Americans and noting the many cultural differences among Asian groups. Finally, the paper explains that even in well-off suburbs, minority student achievement lags behind that of majority student achievement. One reason for such disparity may be the racial makeup in high-powered academic classes, which provide students with the most challenging work. Nationwide, educators and African American leaders are saying that multi-pronged efforts are necessary to raise achievement levels among minority students. Subtle barriers to minority students' success often relate to teachers' negative attitudes, parents' reluctance to aggressively advocate for their children, and peer pressure to be popular that undermines academic achievement. (SM)

ED 458 335 UD 034 555

Viadero, Debra; Johnston, Robert C.
Lags in Minority Achievement Defy Traditional Explanations. The Achievement Gap.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.
PUB DATE- 00
NOTE- 18p.; Theme issue. For other issues in this series, see UD 034 554-557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; After School Programs; *Black Students; Class Size; Educational Quality; Elementary Secondary Education; Equal Education; *Hispanic American Students; Korean Americans; Minority Group Children; Parent Influence; *Peer Influence; *Poverty; Teacher Competencies; *Teacher Effectiveness
IDENTIFIERS- African Americans; Latinos

This second in a four-part series on why academic achievement gaps exist notes that standard explanations for why minority students trail behind non-Hispanic whites are not good enough, suggesting that no single explanation for the gap exists, but instead a multitude of factors are influential. Poverty, though not the single most important cause, is a major contributor. Lack of access to challenging academic courses has a negative effect on minority students. Though peer pressure to not "act white" (achieve academically) does not create achievement gaps, it is an impediment to closing them. Other barriers to achievement include high student mobility, poor teacher quality, parents who do not push their children to achieve, lack of access to preschools, racial stereotyping, academic losses over the summer, low teacher expectations, significant television viewing, and test bias. Students in dire need of good teachers often get the least qualified or least experienced teachers. One solution to this problem may be to raise teacher certification requirements. Korean-American parents typically push their children to achieve, relying on tutors and other supplemental education to eventually win highly competitive college placements. Korean educational values focus on high achievement, afterschool programs, test scores, and homework. (SM)

ED 458 336 UD 034 556

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *English Instruction; Higher Education; *Language Arts; Literacy Education; *Reading Instruction; *Second Language Instruction; Teacher Education; Technology Integration
IDENTIFIERS- *Technology Utilization

This document contains the following papers on reading, language arts, and literacy from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Improving the Teaching of Reading, Language Arts and Literacy through WebCT: A Work in Progress" (Linda Akanbi); (2) "A Survey of Computer Software Available in the Current Market for Hispanic Families and Bilingual Educators" (Maria P. Bhattacharjee and Linlin Irene Chen); (3) "Reader Response in the Information Age" (Kelvin G. Broad and George Labercane); (4) "Towards a Reading and Text Production Practice with FL Learners: A Collaborative Text Construction with FL Groups of French, English, and Spanish in the Web via the EquiText" (Janete Sander Costa and others); (5) "The Self Learning System To Support the Teacher of Japanese Language Education" (Makio Fukuda and Tamiaki Nakamura); (6) "Literacy Junction: Exploring Narrative Theory and Books for Youth in a Cyberworld" (Hiller A Spires and others); (7) "The Creation of a Nexus between Telelearning and Teleteaching" (Marc Glassman); (8) "Workplace Literacy with Online Discussions" (Heather Hemming and others); (9) "Virtual Literature Circles: Message Board Discussion for Strengthening Literacy" (David Hofmeister and Matt Thomas); (10) "Art Responding through Technology" (Penny Nolte and others); (11) "Taking Language Arts Instruction to the Applied Level through Integration of Graphic Arts Technology" (Christine D. Reynolds and Carl L. Reynolds); (12) "Use of Telecollaboration To Develop Authentic Learning Experiences for Teacher Candidates" (Regina Royer); (13) "Getting Real in TESP: Operational Technology at Business English Classes" (Tatiana Slobodina); (14) "Movies in English for Specific Purposes: From Entertainment to Excellence" (Tatiana Slobodina); (15) "Technology, Language Arts, and Teacher Preparation: Stacking the Odds of Classroom Use" (Rod Winters); (16) and "Innovative Software-Based Strategies for Reading/Listening Comprehension: How Information Technology Is Reforming Foreign Language Acquisition" (Zhang Senquan). Most papers contain references. (MES)

ED 457 836 IR 020 906

McAllister, Kim, Ed.; Curtis, Reagan, Ed.
Research. SITE 2001 Section .
PUB DATE- 01
NOTE- 211p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; *Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Information Technology; Teacher Education; Teacher Role; *Technology Integration; World Wide Web
IDENTIFIERS- *Technology Utilization

This document contains the papers on research from the SITE

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Achievement Tests; *Computer Literacy; Elementary Secondary Education; Grade 10; Grade 11; Grade 8; Grade 9; *Graduation Requirements; State Action
IDENTIFIERS- *North Carolina

The North Carolina State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating Class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma. The first opportunity to meet the computer skills proficiency requirement arises during eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance portions of the North Carolina Tests of Computer Skills. The purpose of this document is to report the performance on the computer skills tests of students in the Class of 2004 as eighth graders, the Class of 2003 as ninth graders, the Class of 2002 as tenth graders, and the Class of 2001 as eleventh graders. For the 1999-2000 school year, about 73% of students who took the tests met the requirement at the end of eighth grade. There were disparities in performance among subgroups. The Hispanic (46.8%), Black (55.7%), and American Indian (63.2%) subgroups had lower percentages passing the proficiency requirement than the Multi-Racial (73.4%), Asian (76.8%), and White (82.4%) subgroups. For 1999-2000, 78.3% of students who took the tests met the requirement by the end of grade nine. Hispanic (51.4%), Black (65.2%), and American Indian (68.4%) subgroups had lower percentages passing the proficiency requirement than the Asian (72.7%), Multi-Racial (74.8%), and White (86.5%) subgroups. For 1999-2000, 86.8% of students who took the tests met the requirement by the end of tenth grade. Percentages passing were 70.1% for Hispanics, 77.3% for Blacks, 80.6% for American Indians, 80.6% for Asians, 85.0% for Multi-Racial, and 91.8% for Whites. For the 1999-2000, 86.6% of students who took the tests met the requirement by the end of eleventh grade. Percentages passing were 73.3% for Hispanics, 77.8% for Blacks, 81.3% for Asians, 81.3% for Multi-Racial, 81.6% for American Indians, and 90.8% for Whites. Sample questions are included in the report to provide examples of items on the tests. A list of charter schools is appended. (AEF)

ED 457 855   IR 021 015

Thomas, June A.
The Effects of Computer-Based Instruction on the Academic Achievement of At-Risk Students.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Ability; Academic Achievement; *At Risk Persons; *Computer Assisted Instruction; Educational Research; Educational Technology; Elementary Education; *Instructional Effectiveness; Literature Reviews; Mathematics Achievement; Reading Achievement; *Special Needs Students; Telecommunications; Thinking Skills

This review of the literature discusses 15 studies that have been conducted on the effect of computer-based instruction on the of C or better) is 73%, exceeding the statewide average of 69%; and (4) De Anza has achieved an 86% or higher retention rate over the past 8 years. Plans for the future include improving the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high. (Contains 38 charts, 3 appendices, and 33 references.) (NB)

ED 457 873 JC 010 260

Vaughn, George B.
Developing Community College Leaders for the Future: Crisis or Opportunity.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aging in Academia; College Administration; *College Presidents; *Community Colleges; Crisis Management; Interprofessional Relationship; *Leadership; *Mentors; *Professional Development; Recruitment; Retirement; Schools of Education; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

This paper predicts that there will be 129 presidential vacancies each year in the nation's community colleges, and that individuals moving from one presidency to another will likely fill only 30% of these vacancies. The author offers suggestions for preparing community college leaders for the future, including: (1) the American Association for Community Colleges (AACC) should use its prestige and contacts to obtain funding from one or more major foundations, part of which will be allocated to individuals selected as potential presidents; (2) each community college president in the nation should mentor one individual on his or her campus whom he or she has chosen as a potential future community college leader; (3) graduate programs in higher education should enroll every individual selected by the president as a future leader; and (4) states should cooperate in offering graduate education. If these and other recommendations are implemented, special considerations must be emphasized: (1) professors must be willing to cooperate with AACC, the presidents, foundations, and others in assuring that graduate programs are relevant and flexible; and (2) presidents must take their roles in selecting future leaders very seriously and examine the total pool of applicants on campus, not limiting their choices to those individuals who have chosen to pursue the presidency as a career choice. (EMH)

ED 457 874 JC 010 594

Ashley, Hannah; Barr, Rebecca; Lattuca, Lisa R.
Report on the Conference: Community Colleges Issues: Issues and Research.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; *Conferences; *Educational Research; *Educational Trends; Institutional Mission; Strategic Planning; Two Year Colleges

This report on the March 1998 Spencer Foundation Conference, Blackboard--in Physics" by Janice G. Kaliski; (10) "To Cheat or Not To Cheat: The Inhibitory Factor of an Honor Code" by Sandra Cole; and (11) "An Account and an Analysis of the Impact of Web Technology on Distance Education: What Remains Unchanged, What Is Changing" by Wendy Smith. A bibliography and author contact list are included at the end of the volume. (GC)

ED 457 894   JC 010 645

Liebowitz, Marty; Haynes, Leslie; Milley, Jane
Driving Change in Community Colleges. Volume 1: Building Systems for Advancement to Self-Sufficiency; Volume 2: An Analysis of Change in Two Community Colleges.
PUB DATE- 01
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; *Community Colleges; *Economic Development; *Economic Impact; *Education Work Relationship; Educational Policy; Employment; Institutional Role; *Job Skills; *Low Income Groups; Poverty; Two Year Colleges

This report contains two volumes: "Building Systems for Advancement to Self-Sufficiency," and "An Analysis of Change in Two Community Colleges." Volume 1 addresses the following topics: (1) the need and opportunity for change; (2) from promising practices toward systems for advancement; (3) institutional change strategies; (4) levers for change--policy, partnerships, and leadership; and (5) external stakeholders. Issues include: 80% of family-sustaining jobs require college-level skills, but only 67% of American students graduate from high school and 42% graduate with college-level skills; and low-income workers need to get economic benefits while earning credits toward long-term credentials. Volume 2 ponders the following questions: (1) Who and what have been the drivers of change? (2) How are internal leaders and external stakeholders engaged in moving toward a pathway approach to serving low-income individuals? and (3) What intervention strategies would move the community college to a fuller implementation of a pathway approach? Issues include: at Portland Community College, 54% of Cascade's student population tests into developmental classes; and at Central Piedmont Community College, the adult literacy program serves over 4,000 students. The paper also analyzes change and growth in programs. (Contains 62 references.) (NB)

ED 457 895   JC 010 646

de la Garza, Leonardo
The Financing of United States Community Colleges: National, State, and Local Perspectives.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Seminar on "New Options for Higher Education in Latin America: Lessons from the Community Colleges Experience" at the Harvard Graduate School of Education (Cambridge, MA, September 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Community Colleges;

cultural diversity on academic success, but women did outperform men by considerable margins; and (6) African American NVCC transfers were more successful, with a graduation GPA of 2.97, than GMU African American native students, who averaged a GPA of 2.84. (Contains 45 references.) (NB)

ED 457 914 JC 010 670

Gorham, Laura S.
The North Carolina Community College Leadership Program: Impact on Career Achievement as Perceived by Women Participants.
PUB DATE- 00
NOTE- 106p.; Doctoral Dissertation, North Carolina State University. financial support provided by the Alamance Community College Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; *Community Colleges; *Leadership Training; Participant Satisfaction; *Professional Development; Self Esteem; Two Year Colleges; *Women Administrators
IDENTIFIERS- *North Carolina Community College System

The purpose of this study was to examine the experiences of women participants in the North Carolina Community College Leadership Program (NCCCLP) to determine what effect, if any, those experiences may have had on subsequent career achievement. The NCCCLP is a one-year leadership-training program designed to give women and minorities the skills needed to move into higher-level administrative positions. This study was conducted through interviews with 12 participants in the NCCCLP from 12 community colleges in North Carolina and through the review of primary source documents and relevant literature. Results indicated that: (1) participants felt that being in the NCCCLP had an indirect impact on career attainment-it built self-confidence, developed an awareness of leadership theory, taught women to work effectively with diverse groups and develop a statewide network of contacts, and gave women an understanding of the structure and operation of the North Carolina Community College System; (2) many women felt that being in the NCCCLP acted as a catalyst that led to self-improvement and greater involvement in college affairs and organizations; and (3) participants with years of experience in middle- to upper-level administrative positions said that they were familiar with the material and would have benefited from less general training. Recommendations for practice are offered. Appended are the interview questions, the introductory letter to participants, a sample consent form, and titles of program activities. (Contains 114 references.) (EMH)

ED 457 915 JC 010 671

Pedersen, Robert Patrick
The Origins and Development of the Early Public Junior College: 1900-1940.
PUB DATE- 00
NOTE- 448p.; Doctoral Dissertation, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Historical Materials (060)
DESCRIPTORS- *Educational History; Financial Support; Government School Relationship; *Politics of Education; *School Community Relationship; Two Year Colleges

DESCRIPTORS- *Community Colleges; *Leadership; Management Development; Partnerships in Education; *Professional Development; Program Development; Two Year Colleges
IDENTIFIERS- *Claremont Graduate School CA

This document contains two papers written for a workshop conducted by the Community College Leadership Development Initiative (CCLDI) and Claremont Graduate University (CGU) in June 2000. The introduction discusses CCLDI's presentation of leadership programs affecting the community college segment of higher education, and the progress they have made in addressing the need for such programs. Difficulties in leading community colleges have become more complex over time, and because of that the CCLDI was created in 1998 to re-energize institutional leadership. Both papers in this document reflect on the design of the CCLDI program in meeting the needs of a changing scene of leadership in community colleges. The first paper, "Dancing on a Moving Rug" (Jack Hernandez), focuses more on the passion for the design, and the context and issues of leadership that are most important. The second paper, "Roadmap for Leadership" (Bill Scroggins), highlights the philosophy behind leadership and specific elements of the design--selection of candidates, relationship to partner universities, and components of operation for both Doctoral Fellows programs and Leadership Fellows programs. (CJW)

ED 457 935 JC 010 694

Cox, Catherine; Chiang, Win-Shin
Mission College Library Technology Plan, 2000-2004.
PUB DATE- 00
NOTE- 15p.; Adopted May 2000 by the staff of the Mission College Library.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *College Libraries; Community Colleges; Computer Mediated Communication; *Electronic Libraries; Information Technology; *Library Automation; Library Collections; Library Equipment; *Library Facilities; Library Funding; Library Services; *Online Systems; Staff Development
IDENTIFIERS- *Mission College CA

This library technology plan from Mission College in California establishes the goals, objectives, strategies, and implementation plans of the library in developing and maintaining its technical capabilities and electronic resources. The goals are organized into four categories: information resources, instructional resources, infrastructure, and human resources. The objectives and strategies for the first are: (1) universal online access to information; (2) organization of effective access to electronic resources; and (3) increased access to information resources through resource sharing. The objectives and strategies for instructional resources are: (1) instructional modules and courses; (2) continuing education for faculty; and (3) an information competency requirement. The objectives and strategies for the infrastructure are: (1) facilities that, after the move to a new building, will provide a fully wired organization with an interactive instruction room; (2) systems; and (3) equipment and furnishings. Finally, the objectives and strategies for human resources are: (1) staff support; (2) staff development; and (3) efficient use of resources. (Includes implementation and funding table.) (NB) toddlers' concentration, verbal skills, and fine motor development. (EV)

ED 457 955 PS 028 450

Hemmeter, Mary Louise; Townley, Kim; Wilson, Stephen; Epstein, Ann; Hines, Huyi
Kentucky Preschool Evaluation Project: Differential Effects, Program Characteristics and Child Outcomes, and Longitudinal and Cumulative Findings. Reports 1-4, 1998-1999.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Early Experience; Early Intervention; Longitudinal Studies; *Outcomes of Education; *Preschool Children; *Preschool Education; Program Descriptions; Program Effectiveness; Program Evaluation; Racial Differences; Sex Differences
IDENTIFIERS- *Kentucky; Program Characteristics

This document is comprised of four reports related to the evaluation of the Kentucky Preschool Program (KPP), serving 4-year-olds who qualify for the free lunch program and 3- and 4-year-olds with disabilities. Report 1 focuses on the differential effects of the preschool program related to race and to gender. Three key findings are reported: (1) children identified as at-risk or with disabilities made significant developmental progress as a result of participating in the program; (2) participating children continued to maintain gains through primary school; and (3) more similarities than differences were found across race and gender. Report 2 provides information on program characteristics and child outcomes, based on a study of five classrooms examined in depth during the 1997-1998 school year. Findings indicated that program characteristics associated with positive child outcomes related to collaboration, and open communication and curriculum. Report 3 presents the findings of three studies examining the longitudinal effects of the preschool program on children from primary school through middle school. Taken in combination, the longitudinal data suggest that the progress children made during preschool depended on their status when they entered preschool. Their preschool experience provided a foundation that supported them as they moved through the primary grades. Through the beginning of middle school, preschool participants continued to do as well as or better than peers who were not eligible for the programs when they were preschoolers. Report 4 presents the cumulative findings for 3,528 students who participated in KPP. Findings indicate that the KPP had a positive effect on children's development during preschool, their readiness for kindergarten, and their social and academic progress through the fifth grade. (KB)

ED 457 956 PS 028 943

Dotulong, Julia
A Flashback to the Future: 10 Years of Samenspel.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Disadvantaged Youth; Foreign

education. The report features an overview of why the issue of early care and education has emerged as a critical public policy issue and why policymakers should pay attention to it. The report also examines issues policymakers face as they grapple with early care and education, including confusing terms, and complex and sometimes conflicting public perceptions and values, with tips for dealing with these challenges. Critical components of an effective early care and education system are reviewed. Also described are some innovative approaches being used by states to improve voluntary, high-quality, and accessible early care and education. Finally, the report provides a checklist for state policymakers interested in moving forward with strategic planning and implementation of early childhood policy, including a list of useful readings, Web sites, and other resources. (Contains 30 endnotes.) (KB)

ED 457 974 PS 029 812

Kagan, Sharon Lynn
Giving America's Young Children a Better Start: A Change Brief. Preschool through Postsecondary.
SPONS. AGENCY- Metropolitan Life Foundation.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 10p.; This paper is part of a series of essays supported by the MetLife Foundation Change in Education Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; *Change Strategies; *Early Childhood Education; *Educational Change; Educational Policy; Public Policy; School Readiness; *Young Children

Throughout the past decade, questions of how young children should be prepared for school and how schools should best serve them have been an important part of the national agenda. This change brief defines the problem of children's school readiness and discusses what can be done to give young children better early care and education. The brief maintains that in the past, investing in young children was not a national cause, because parents were at home, early years were not thought to be significant, and early care services were costly. Currently, the majority of mothers with children younger than 3 years are employed, numerous studies highlight the importance of early experience for later development, and early care and education offers an excellent return on the investment. Promising efforts to serve young children are then described, including programs serving particular subgroups, subsidies to providers, facilities investments, enhancement of the quality of the workforce, the move toward universal preschool, and expanded state spending. The brief then highlights elements of an agenda for a comprehensive system of early care and education: (1) a vision of childhood; (2) high-quality, easily accessible programs; (3) a quality infrastructure; (4) a financing plan; and (5) a social strategy to achieve these aims. The brief concludes by asserting that achieving this agenda will require the commitment of many members of society; specific suggestions for policy consideration are delineated. (Contains 30 references.) (KB)

ED 457 975 PS 029 813

Ready To Learn: Essential Tips for Early Literacy.

information from 1998 and 1999 on screening tests conducted on children 15 years old or younger. The report indicates that in 1999, 11 percent of those tested had at least 1 blood lead test result greater than or equal to 10 mcg/dL. African American children are over three times more likely to be affected by lead poisoning than Caucasian children. Hispanic children were nearly twice as likely to have lead poisoning as Caucasian children. Much of the group differences were attributed to the fact that minority groups were more likely to live in older housing in high-risk areas. The age at which children should be screened is discussed, and requirements for screening children living in high-risk areas is presented. The report concludes with a list of organizational sources for information about lead poisoning prevention. (KB)

ED 457 995 PS 029 838

Get the Lead Out: Illinois Childhood Lead Poisoning Surveillance Report, 2000.
PUB DATE- 01
NOTE- 12p.; For 1997-1998 report, see ED 438 034. For 1999 report, see PS 029 837. Produced by the Illinois Childhood Lead Poisoning Prevention Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Child Safety; *Children; Community Characteristics; *Counties; Hazardous Materials; *Lead Poisoning; Legal Responsibility; Preventive Medicine; Statistical Analysis; *Statistical Data; Statistical Surveys
IDENTIFIERS- Environmental Problems; Household Risks; *Illinois; *Lead (Metal)

In order to highlight the importance of identifying children with elevated blood lead levels, the Illinois Department of Public Health produces its surveillance report to present state and county level data on the number of children screened for and identified with lead poisoning. In Illinois, all children between 6 and 84 months of age must be assessed for lead poisoning at least once before entering a licensed day care center, preschool, or kindergarten. This report provides information from 1999 and 2000 on screening tests conducted on children 15 years old or younger. The report indicates that in 2000, 9 percent of those tested had at least 1 blood lead test result greater than or equal to 10 mcg/dL. African American children continue to be over three times more likely to be affected by lead poisoning than Caucasian children. Hispanic children continue to be nearly twice as likely as Caucasian children to have lead poisoning. Much of the group differences are attributed to the fact that minority groups were more likely to live in older housing in high-risk areas. The age at which children should be screened is discussed in the report, and requirements for screening children living in high-risk areas is presented. Presented in tabular form is information for each Illinois county on the number of children 6 years and under, and 1999 and 2000 information on the number of children tested and the number identified with various blood lead levels. The report concludes with a list of organizational sources for information about lead poisoning prevention. (KB)

ED 457 996 PS 029 839

Get the Lead Out: Facts about Childhood Lead Poisoning and

*Child Welfare; Childhood Needs; *Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Homeless People; Law Enforcement; Well Being
IDENTIFIERS- Child Prostitution; *Guatemala; Street Children; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Convention on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the Convention by Guatemala. The report's introductory summary asserts that the end of armed conflict in Guatemala and the establishment of a peace process coupled with other government regulations has led to conditions in which it may be possible to strengthen legal instruments for protecting human rights and improve living conditions for Guatemalan children. The report presents observations and recommendations in the following areas: (1) definition of a child; (2) child prostitution and child trafficking; (3) torture and other cruel, inhuman, or degrading treatment or punishment; (4) street children; and (5) children in conflict with the law. The report's conclusion maintains that although Guatemala has made efforts to protect children's rights, those efforts are not as effective as they could have been had the entry into force of the Code on Children and Young People not been continually postponed. The OMCT expressed concern about the increase in the prostitution of girls and the lack of government effort to combat the trade as well as the high rate of illegal adoptions. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Guatemala, in the following areas: civil rights and freedoms; family environment and alternative care; basic health and welfare; education, leisure, and cultural activities; special protection measures; and dissemination of documents from the reporting process. (Contains 54 footnotes.) (KB)

ED 458 015 PS 029 861

Cosandey, Olivier
Rights of the Child in the Democratic Republic of the Congo.
PUB DATE- 01
NOTE- 50p.; Report presented to the Committee on the Rights of the Child (27th Session, Geneva, Switzerland, May 21-June 8, 2001). For other reports in the Rights of the Child series, see PS 029 860 and PS 029 862. Support by Misereor and the Fondation de France.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Child Advocacy; Child Safety; *Child Welfare; Childhood Needs; *Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Refugees; Sexual Abuse; Well Being
IDENTIFIERS- *Congo; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Convention on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the Convention by Democratic Republic of the Congo (DRC). The report's introductory summary asserts that although the DRC has ratified the Convention and other international instruments condemning the practice of torture, torture seems to be systematically

Women Infants and Children supplemental food programs; (6) reaching out to new and old communities, focusing on the growing diversity of children in southeastern Pennsylvania; (7) education, including per pupil expenditure; and (8) juvenile justice, including delinquency placements and youth in county detention facilities. Each section contains descriptions of promising practices as well as recommendations for actions needed in the area. (Contains 26 footnotes.) (KB)

ED 458 033 PS 029 883

Robertson, Anne S., Ed.
Parent News Offline, 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.; Assistant Editor: Omar Benton Ricks. Published twice per year. For 2000 issues, see ED 447 950.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Day Care; Elementary Secondary Education; Fathers; High Stakes Tests; Internet; Interpersonal Competence; Newsletters; Parent Child Relationship; *Parent Education; *Parent Materials; *Parent Student Relationship; Parenting Skills; *Parents; Teacher Student Relationship
IDENTIFIERS- *National Parent Information Network

This document is comprised of the two issues in volume 3 of "Parent News Offline," a publication of the National Parent Information Network (NPIN) designed to introduce those without Internet access to the activities and information available through NPIN. The Spring 2001 issue contains the following articles: (1) "What To Consider in Starting a Babysitting Co-op" (Peggy Patten); (2) "Assessing Young Children's Social Competence" (Diane E. McClellan and Lilian G. Katz); and (3) "'High-Stakes' Testing: New Guidelines Help Direct School Change" (Anne S. Robertson). Recent "Parent News" articles on child health are highlighted. The Fall 2001 issue contains the following articles: (1) "Dads, Kids, and Fun on a Saturday Morning" (Anne S. Robertson); (2) "Perspectives on Charter Schools: A Review for Parents" (Saran Donahoo); (3) "Finding Parenting Support and Education" (Anne S. Robertson); and (4) "The Fourth 'R': Teacher-Child Relationships Are Central to Quality" (Peggy Patten). Tips for finding good early reading programs are also delineated. (KB)

ED 458 034 PS 029 886

Temple-Plotz, Lana, Ed.; Stricklett, Ted P., Ed.; Baker, Christena B., Ed.; Sterba, Michael N., Ed.
Practical Tools for Foster Parents. Foster Care Solutions.
PUB DATE- 02
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Parents; Child Caregivers; *Child Rearing; Decision Making; Emotional Development; Family Environment; *Foster Children; *Foster Family; *Parent Child

Education; Health; Higher Education; Language Arts; Music; *One Teacher Schools; Sciences; Social Sciences; *Textbooks
IDENTIFIERS- Central Michigan University; Institutional History

The Clarke Historical Library at Central Michigan University has a rich collection of textbooks that would have been used in one-room schools. The bibliography of this collection contains approximately 700 entries, divided into the following subject areas: language arts; social sciences; sciences; health; art; music; and historical books about textbooks, teaching, and schools. Language arts is further subdivided into primers, foreign language primers, spellers, elocution, readers, basal readers, grammar, and writing. Social sciences is further subdivided into civics/government, history, geography, and Michigan. Subdivisions under science include arithmetic, botany/natural history, geology, science/natural philosophy, astronomy, chemistry, and mathematics. Entries consist of the author, title, publisher, city and state of publisher, date of publication when available (most are in the 19th and early 20th centuries), and number of volumes or pages. The online version has exhibits on students, architecture, teachers, and a day at school. (TD)

ED 458 054 RC 022 960

Our Treasures: A Celebration of Nebraska's Mexican Heritage = Nuestros Tesoros: Una celebracion de la herencia mexicana de Nebraska.
SPONS. AGENCY- Lila Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 98
NOTE- 78p.; Grant administered by the Fund for Folk Culture. Additional support provided by the Nebraska Humanities Council, an affiliate of the National Endowment for the Humanities, and from the Nebraska Legislature.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Agricultural Laborers; *Cultural Maintenance; *Hispanic American Culture; Interviews; Meat Packing Industry; Mexican American History; *Mexican Americans; Music; *Oral History; Racial Discrimination
IDENTIFIERS- *Intergenerational Transmission; *Nebraska

This publication is intended as a resource guide for teachers, students, and librarians interested in Mexican American culture, and for groups wishing to conduct local community research using oral histories. The Mexican American Traditions in Nebraska project was designed to document and preserve the richness of Nebraska's Mexican culture. The project gathered the stories of 50 tradition bearers and community leaders from across the state. Interviews revealed that church, family, work, pride, respect for age and wisdom, and endurance in the face of poverty and discrimination are recurring themes among Nebraska's Mexican Americans. Some traditions such as music, dance, and food thrive, while other customs, such as the recitation of dichos (traditional proverbs) fade. Over the generations, use of the Spanish language is ebbing. As the language is forgotten, some traditions are not fully passed on to the next generation. As some traditions disappear, others are being revitalized, such as marking the site of traffic fatalities with crosses and flowers. Three other expressions of cultural values documented by the project are military service, sports, and murals. This publication presents a brief history of Mexican American emigration to Nebraska, followed by a to apply for funding, FY 1999 tribal grantees, and contact information. Appendices present an ACF organizational chart, regional administrators and contact information, a glossary, and a brief explanation of Public Law 102-477. (TD)

ED 458 072   RC 023 209

Test Scores and the Rural School and Community Trust.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; College Entrance Examinations; Educational Assessment; Elementary Secondary Education; *Rural Schools; Scores; *Small Schools; *Standardized Tests; Tables (Data)
IDENTIFIERS- Stanford Achievement Tests

A number of studies suggests that the small size of many rural schools gives their students, especially the poorest, a leg up on academic achievement. This notion is supported by the standardized test results presented in this report, from a sample of the primarily small schools participating in the Rural School and Community Trust, a national federation of schools and communities "getting better together." Overall, the evidence shows students in Rural Trust schools making steady gains in performance on national standardized tests and statewide assessments at all grade levels and in all subjects, and the scores of Rural Trust students comparing favorably with state averages. Data tables present: (1) results from the Ninth Edition of the Stanford Achievement Test (SAT-9) for California schools in the Rural Trust in 1998-2000 and for Alabama and South Dakota schools in 1996-2000; (2) statewide achievement test results for schools in Colorado, Maine, Minnesota, Oregon, Texas, Vermont, Virginia, and Wisconsin; and (3) results from college entrance exams (SAT and ACT) in Rural Trust schools in 12 states. Brief descriptions of the national standardized tests, statewide assessments, and college entrance examinations are given, as well as examples of schools that showed remarkable gains on particular tests. (SV)

ED 458 073   RC 023 211

Minimum Standards for Tribal Child Care Centers.
PUB DATE- 00
NOTE- 30p.; Printed through contract with Collins Management Consulting, Inc., to administer the National Child Care Information Center (NCCIC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indians; *Child Caregivers; *Day Care Centers; Disease Control; Early Childhood Education; *Facility Guidelines; Federal Indian Relationship; Federal Regulation; Hygiene; Safety; Sanitation; *Standards; Tribes
IDENTIFIERS- Tribal Management

These minimum standards for tribal child care centers are being issued as guidance. An interim period of at least 1 year will allow tribal agencies to identify implementation issues, ensure that the standards reflect tribal needs, and guarantee that the standards provide adequate protection for children. The standards will be issued as regulations after the interim period. These standards are specifically for child care centers

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Foreign Countries; *Journal Writing; *Metacognition; Scientific Literacy; *Scientific Principles; Secondary Education; Student Development
IDENTIFIERS- *Conceptual Change; Marginal Students; *Reflective Writing

This paper reports on critical Action Research into the scientific literacy of secondary school students, as evidenced in student Reflective Dialogue Journals. Focussed on one secondary school classroom located in Brisbane, Australia, the research draws on literature concerned with writing and its use across the curriculum, particularly as this relates to scientific literacy and the nature of science. Specifically the interest of the research is with philosophies of science rather than the transmission of scientific constructs. The paper suggests that individual student reflections and teacher-student dialogue, made possible through such journal writing, provide significant opportunities to support students' development of complex understandings on the nature of science. Informed by a concern for matters of social justice, the paper also contemplates what such an approach to learning science might mean for marginalized students, particularly those differentiated on the basis of their gendered identities. The paper concludes that while initial results appear promising, longitudinal research into the value of reflective writing in science classrooms is now required. (Contains 31 references.) (Author/SAH)

ED 458 094 SE 064 928

Hackling, Mark; Goodrum, Denis; Deshon, Fred
A Proposal for a Collaborative Australian Secondary Science Program.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, Australia, July 4-9, 1999). Sponsored by the Curriculum Council of Western Australia. Developed in collaboration with Australian Science Teachers Association, Curriculum Corporation, and Australian education departments, curriculum councils, and boards of studies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Resources; Foreign Countries; *Inquiry; Problem Solving; *Professional Development; *Science Curriculum; Science Instruction; *Scientific Literacy; Secondary Education
IDENTIFIERS- Australia

The high expectations for scientific literacy for all students demands a certain quality of science education in lower secondary education. This program focuses on supporting teachers in implementing this new curriculum. There are three interconnecting components of the program: (1) curriculum resources; (2) professional development; and (3) participative inquiry due to the difficult and complex structure of the teacher change process. (Contains 14 references.) (YDS)

ED 458 095 SE 065 087

and "Light" designed for their educational level in a pretest and posttest manner. The surveys and quizzes were administered across an eight county region of a mid-eastern rural state to students in grades four through eight. The hands-on science lesson was part of the "Science on Wheels" program. When analyzing the data by a paired "t" test significant findings were found as related to knowledge among middle school students and their self-efficacy level also significantly changed because the students wanted to have a career in science and felt more confident in science after hands-on science lessons. (Contains 22 references.) (Author/MM)

ED 458 120 SE 065 264

The Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education Final Grant Report, 1995-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Grants; *Mathematics Education; Partnerships in Education; *Science Instruction; Science Programs
IDENTIFIERS- *Research for Better Schools Incorporated

This report summarizes Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education outcomes over a 5-year period, from October 1, 1995 through September 30, 2000. Results are based on findings presented in previous reports to the Office of Educational Research and Improvement (OERI) as well as new analyses that cover the Consortium experience over the 5-year period. The outcomes of activities designed to meet objectives in the areas of collaboration, dissemination, training and technical assistance, focus on high-need schools, and performance benchmarks are described. (MM)

ED 458 121 SE 065 265

Midwest Mathematics and Science Consortium Final Grant Report, 1995-2000.
PUB DATE- 01
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Grants; *Mathematics Education; Partnerships in Education; *Science Instruction; Science Programs

This report summarizes North Central Mathematics and Science Consortium (NCMSC), previously known as the Midwest Mathematics and Science Consortium (MSC), previously known as the Midwest Mathematics and Science Consortium (MSC), outcomes over a 5-year period. The outcomes of activities designed to meet six objectives are described. Objectives include collaboration with teachers, administrators, and professional organizations; implementation of a process to identify high-impact, high-priority projects; provision of training and technical assistance to teachers and administrators; and promotion of exemplary and informal educational resources. (MM) of the Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) for the fiscal years 1996-2000. SCIMAST was established in 1992 and supports mathematics and science learning in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This report is organized into five sections: (1) overview; (2) implementation and management; (3) quality and utility; (4) outcomes and impacts; and (5) summary and conclusion. For the long term, SCIMAST will support educational change for high quality mathematics and science education in the Southwestern region. The appendices include activities over the last five years by state, performance indicator report, SCIMAST cost share, and summary impacts as reported by the Professional Development Awards (PDA) projects. (YDS)

ED 458 145 SE 065 377

Using Environment-Based Education To Advance Learning Skills and Character Development: A Report, Annotated Bibliography and Research Guide.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Elementary Secondary Education; *Environmental Education; Self Esteem; Student Centered Curriculum; Thinking Skills
IDENTIFIERS- *Character Education

Environment-based education (EBE) focuses on the interdisciplinary integration of the subject by using constructivist, team teaching, self-learning, and student-centered instructional approaches. This report defines environment-based education and discusses advanced developments in learning skills and character education. Contents include: (1) "Introduction"; (2) "How Environment-Based Education Advances Learning Skills and Character Education"; (3) "Conclusion: A Dynamic Environment for Learning"; and (4) "Annotated Bibliography." The annotated bibliography lists 50 publications. (Contains 50 references.) (YDS)

ED 458 146 SE 065 379

Van Driel, Jan H.; De Jong, Onno
Investigating the Development of Preservice Teachers' Pedagogical Content Knowledge.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research and Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Foreign Countries; High Schools; Higher Education; *Models; *Pedagogical Content Knowledge; Preservice Teacher Education; *Preservice Teachers; *Science Instruction; *Science Teachers; Teaching Methods

In this study, the development of pedagogical content knowledge (PCK) was explored within a group of 12 preservice teachers of chemistry (all M.Sc.) during their 1-year post-graduate teacher education program. The topic in this study concerned a central issue in science teaching, viz., the use of scientific models used with economics, government, United States history, and personal finance courses. Each lesson includes an overview, student objectives, time and materials needed, advance preparation, step-by-step procedures, and suggested extension activities. Masters for visual presentation and student handouts are included. A glossary, a map of the Reserve Banks, and list of Web sites with additional resources for teaching about the Fed are appended. (BT)

ED 458 168 SO 033 064

Lewin, Roland
Economics Introductory Lesson (Begin Day One). Lesson Plan.
PUB DATE- 01
NOTE- 9p.; For related lessons, see SO 033 065-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Factors; *Economics; *Economics Education; High Schools; Skits; Social Studies
IDENTIFIERS- Conceptual Approach

This introductory lesson on teaching economics concepts contains sections on the following: purpose; objectives; time; materials needed; and step-by-step classroom procedures. The focus is on the economic problem of scarcity and opportunity costs. Attached is an original skit, "There's no such thing as a free lunch," and a chart that outlines some economic propositions. (BT)

ED 458 169 SO 033 065

Lewin, Roland
Money Simulation (Mini Economy). Lesson Plan.
PUB DATE- 01
NOTE- 18p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; High Schools; Instructional Effectiveness; Money Management; *Simulation; Social Studies
IDENTIFIERS- Conceptual Approach

This lesson plan, a simulation which can be a semester-long activity, illustrates numerous economic concepts to students of all abilities. The lesson's system has been used successfully for the past five years in English as a Second Language, regular, and Advanced Placement classes. The "system" has proven to be enjoyable, motivating, effective, and a great way to objectively assess a student's class participation. The lesson revolves around the idea of the student as an independent contractor "employed" by the teacher, with all that such an idea involves in the classroom. The simulation's purpose is to provide an interactive vehicle for experiencing, illustrating, and learning economic principles and concepts. The lesson provides an overview, gives a purpose, cites objectives, lists materials needed, and outlines step-by-step procedures. (Contains a resource page to show how money simulation addresses economic principles.) (BT)

ED 458 170 SO 033 066

Lewin, Roland

and/or artifacts and reflective statements that demonstrate intellectual and professional development in relation to competency-based education program outcomes in a multimedia format. The program outcomes correlate with education courses, assignments, statewide teacher assessment, and accreditation standards. This paper examines portfolio format, student teacher training, expectations for content coverage within the electronic portfolio, and evaluation procedures. It also describes how the school deals with student and faculty anxiety about using electronic portfolios. Elements critical to success include aspects related to training, information dissemination, technical equipment, privacy, and support. (Contains 12 references.) (SM)

ED 458 192   SP 040 292

Westbury, Ian, Ed.; Hopmann, Stefan, Ed.; Riquarts, Kurt, Ed.
Teaching as a Reflective Practice: The German Didaktik Tradition. Studies in Curriculum Theory Series.
SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).; Illinois Univ., Urbana.; Oslo Univ. (Norway). Inst. of Educational Research.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 350p.; Supported by Didaktikum in Aarau, Switzerland, Institute for the Pedagogy of Natural Sciences (IPN) at Christian-Albrechts University in Kiel, Germany, Faculty of Social Sciences at the University of Oslo, Norway and the Norweigan University of Science and Technology. Translation supported by Taylor & Francis Ltd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Course Content; Educational Research; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Interpersonal Communication; Lesson Plans; Mathematics Education; Mathematics Instruction; Planning; Preservice Teacher Education; *Reflective Teaching; Science Education; Science Instruction; Teaching Skills; Verbal Communication
IDENTIFIERS- *Bildung (Concept); *Didactic Teaching; Germany; Praxis; Von Humboldt (Wilhelm)

This collection of papers presents essays by German scholars and practitioners writing from within the German Didaktik tradition and interpretive essays by U.S. scholars. After an introduction, "Starting a Dialogue: A Beginning Conversation between Didaktik and the Curriculum Traditions" (Stefan Hopmann and Kurt Riquarts), there are 18 chapters in 4 parts. Part 1, "Didaktik as a Reflective Practice," includes: (1) "Teaching as a Reflective Practice: What Might Didaktik Teach Curriculum?" (Ian Westbury); and (2) "German Didaktik: Models of Re-Presentation, of Intercourse, and of Experience" (Rudolf Kunzli). Part 2, "Bildung: Didaktik's Central Idea," includes: (3) "Theory of Bildung" (Wilhelm von Humboldt); (4) "On Wilhelm von Humboldt's Theory of Bildung" (Christopher Luth); and (5) "The Significance of Classical Theories of Bildung for a Contemporary Concept of Allgemeinbildung" (Wolfgang Klafki). Part 3, "Sources from the Didaktik Tradition," includes: (6) "Didaktik as a Theory of Education" (Erich Weniger); (7) "The Art of Lesson Preparation" (Heinrich Roth); (8) "Didaktik Analysis as the Core of Preparation of Instruction" (Wolfgang Klafki); (9) "Teaching to Understand: On the Concept of the Exemplary in Teaching" (Martin Wagenschein); and (10) "Content: Still in Question" (Peter Menck). Part 4, "Didaktik as Praxis,"

Higher Education; Interdisciplinary Approach; Internet; *Multimedia Instruction; Multimedia Materials; Preservice Teacher Education; Research Methodology; Role Playing; Simulation; Teaching Methods; Writing Skills
IDENTIFIERS- China; *Educational Leadership

This volume contains conference papers in which representatives from case method-oriented organizations present ideas on interactive, interdisciplinary, intercultural, and international teaching and learning. Eight chapters include: (1) "Case Method Research and Evaluation" (e.g., cross-cultural case research and writing and teaching research by distance education and computer technology); (2) "Adult Learning across Disciplines around the World" (e.g., modeling team learning and preparing teachers for urban settings); (3) "Case Teaching across Disciplines around the World" (e.g., case writing and role playing exercises for teaching legal processes); (4) "Educational Leadership and Case Method Application" (e.g., role plays to teach marketing cases and grading case courses to foster collaborative learning); (5) "Interactive Simulations and Distance Education" (e.g., interactive multimedia simulations in management and computer simulation in symbolic logic classrooms); (6) "The Case Method and the Internet" (e.g., tools to train student teachers for diversity and teaching human rights online); (7) "Case Studies and Writing in Various International Settings" (e.g., collaboration in researching, writing, and publishing cases and a case writers' workshop); and (8) "Applications in the Disciplines" (e.g., meeting marketing challenges of nations in transition and a case approach to improve educational mission impact). (SM)

ED 458 211 SP 040 358

Teaching Professions. FasTrack.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Cognitive Style; Communication Skills; Computer Uses in Education; Educational Environment; Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Interpersonal Communication; Knowledge Base for Teaching; Lesson Plans; Preservice Teacher Education; Social Influences; Student Evaluation; Teacher Characteristics; Teacher Competencies; Teacher Evaluation; Teacher Student Relationship; Teaching Methods; *Teaching (Occupation); Teaching Skills; Thinking Skills
IDENTIFIERS- Subject Content Knowledge; Teacher Knowledge

This document focuses on Ohio's need for a skilled workforce. It begins by introducing the Specialization Ohio Integrated Technical and Academic Competency (ITAC) profiles. Each Specialization ITAC represents a profile of the professional or occupational competencies deemed essential for a person to perform proficiently when graduating from the specialization workforce development programs in Business and Marketing, Industrial and Engineering Systems, Health Occupations, or Family and Consumer Sciences. The Specialization ITAC profile, in conjunction with the competencies identified in the Foundation and Clusters ITACs, provide a career pathway that can lead to employment or further education. After discussing the process and intent of the integrated competency lists, the document examines curriculum applications using the ITAC youth aged 6 to 20. Overall the 25 programs implemented a total of 369 different program activities. Because of the diversity of program activities and the requirements of city administrators, the evaluation approach used methodologies from the empowerment evaluation model of D. Fetterman (1996) and traditional evaluation strategies. Both fund accountability and individual program-level accountability were studied. Traditional evaluation methods included project director interviews, program observations, parent focus groups, and exit interviews with project directors at the close of the evaluation. Empowerment evaluation methods included interviews with participating youth and feedback meetings with grantees and fund and city administrators. The most effective methods were the use of youth evaluators, the clustering of similar types of groups, and the use of traditional methods for collecting data in a systematic way. An essential first step is to identify the key stakeholders, assess their levels of accountability, and understand their respective interests in the evaluation process. Using youth evaluators and conducting two-way feedback meetings were important in building trust in the divers and political environment of these initiatives. A major finding from the evaluation was that a systematic and standardized information management system should be established for all programs. (Contains 12 references.) (SLD)

ED 458 231 TM 033 391

Griffin, Patrick
The Profiles in Practice School Reporting Software.
PUB DATE- 01
NOTE- 27p.; Software CD-ROM included. For a related assessment system, see "The Literacy Profiles in Practice," TM 033 392. For the "Profiles" Web site, see http://www.edfac.unimelb.edu.au/arc/profiles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software; Educational Assessment; Elementary Secondary Education; *Information Dissemination; Performance Based Assessment; *Performance Factors; *Profiles; *Research Reports; User Needs (Information)

"The Profiles in Practice: School Reporting Software" provides a framework for reports on different aspects of performance in an assessment program. This booklet is the installation guide and user manual for the Profiles in Practice software, which is included as a CD-ROM. The chapters of the guide are: (1) "Installation"; (2) "Starting the Software"; (3) "Input Setup"; (4) "Data Entry"; (5) "Report Module"; (6) "Import Module"; and (7) "Options." (SLD)

ED 458 232 TM 033 392

Griffin, Patrick; Smith, Patricia G.; Ridge, Noel
The Literacy Profiles in Practice: Toward Authentic Assessment.
PUB DATE- 01
NOTE- 135p.; For related software and user's manual, see TM 033 391. For the "Profiles" Web site, see http://www.edfac.unimelb.edu.au/arc/profiles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

instructional strategies or resources here. The standards are given for kindergarten through grade 8, and for Physical Science, Biology Core, Chemistry Core, and Physics Core. (SLD)

ED 458 253 TM 033 415

Alabama Social Studies Course of Study: Assessment Correlation.
PUB DATE- 99
NOTE- 1017p.; For other Alabama courses of study, see TM 033 412-414.
LANGUAGE- English
EDRS Price- MF07/PC41 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Achievement Tests; Correlation; *Course Content; *Curriculum; Elementary Secondary Education; *Social Studies; State Programs; State Standards; Testing Programs
IDENTIFIERS- Alabama; *Alabama High School Graduation Examination; *Stanford Achievement Tests

This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the Alabama High School Graduation Examination and the Stanford Achievement Test, Ninth Edition Stanford 9) in Social Studies. The document illustrates that courses of study content standards embody both Alabama High School Graduation Examination and Stanford 9 objectives, demonstrating that local education agencies may feel confident developing local curriculum based on one document: the state course of study. Each page of this document contains four columns. The first is the course of study content standards, and the second places the Alabama High School Graduation Exam objectives, with eligible content, beside the related content standard. The third column contains an "X" for the Stanford 9 correlation to the course of study, indicating that one or more components of the content standard is tested on the Stanford 9. The fourth column is designed for local use; a system may choose to list instructional strategies or resources here. The standards are given for kindergarten through grade 11. (SLD)

ED 458 254 TM 033 416

Rudner, Lawrence M., Ed.; Schafer, William D., Ed.
Practical Assessment, Research & Evaluation, 2000-2001.
PUB DATE- 01
NOTE- 203p.; "Practical Assessment, Research & Evaluation" is an electronic-only journal covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the first 10 articles in Volume 7, see TM 523 914-933 (in CIJE). For articles 11-22 in Volume 7, see TM 033 417 and TM 523 934-945 (in CIJE).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Assessment; Educational Research; Elementary Secondary Education; *Evaluation Methods; Higher Education; Limited English Speaking; Portfolio Assessment; Program Evaluation; Regression (Statistics); Reliability; *Research Methodology; *Scoring Rubrics; Standards; *Student Evaluation; Validity
IDENTIFIERS- *Hierarchical Linear Modeling

This document consists of papers published in the electronic paper/pencil) did not have a significant impact on the scores on this assessment when controlling for a student's reading ability. While this study revealed no significant differences between the performance of students completing the pencil-and-paper format version versus the screen reading format when controlling for reading performance, using screen reading software as an accommodation in science for students with poor reading skills might still be effective. It is likely that the lack of significant results are compounded by the lack of appropriate instruction for students with poor reading skills. That is, if reading is the primary instructional method for students to learn concepts in the content areas of science and social studies, then students who performed poorly on these assessments, performed poorly because of lack of knowledge about science or social studies rather than inability to comprehend the test questions. (Contains 5 tables and 21 references.) (Author)

ED 458 274   TM 033 437

Cowley, Kimberly S.; Meehan, Merrill L.
Assessing Teacher Efficacy and Professional Learning Community in 19 Elementary and High Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the CREATE National Evaluation Institute (10th, Wilmington, NC, July 19-21, 2001). Color figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Professional Development; *Self Efficacy; *Teacher Effectiveness; *Teachers
IDENTIFIERS- *Quest; Reform Efforts

This study was conducted to explore the characteristics of and interrelationships between teacher efficacy and professional learning community in 19 schools participating in the Quest project at AEL, Inc. The Quest project is an applied regional research project that assists schools with educational reform efforts. The School Professional Staff as Learning Community instrument developed by S. Hoard (1997) and an AEL-developed Teaching Questionnaire containing 2 scales (perceptions of external and internal efficacy) based on work by T. Guskey were administered to staff in the 19 schools, with 624 responses received. Based on the Cronbach alpha reliability estimates, it was concluded that all three scales had satisfactory reliability. Elementary school teachers had a higher level of internal efficacy and a higher sense of a professional learning community at their schools than did the high school teachers. High school teachers had a higher level of perceived external efficacy regarding learning than did the elementary school teachers. The results support the 1994 finding of T. Guskey and P. Passaro that the external and internal scales measure two separate constructs of teacher efficacy that have an inverse relationship. Internal and external measures of teacher efficacy were not significantly related to perceptions of the school as a learning community. Teachers' years of experience had no bearing on their perceptions of internal or external efficacy or their perceptions of the school as a learning community. Implications for the design or implementation of Quest programs are discussed. (Contains 4 figures, 6 tables, alternative testing conditions can have complex effects on work rates and test scores that can interact with the ability and grade levels of students. As a main effect, training had little influence on work rates or test scores. No-passage-review administrations were associated with greater working rates, but lower test scores under extended time limits. Questions-first administrations were associated with lower working rates and lower test scores under standard time limits. This finding does not support the beliefs that some hold about the advantages of reading the questions before the passages. (Contains 1 table, 4 figures, and 12 references.) (Author/SLD)

ED 458 294 TM 033 467

Luecht, Richard M.
Challenges of Web-Based Assessment.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Computer Interfaces; Educational Technology; Elementary Secondary Education; Measurement Techniques; *Test Construction; *Testing Problems; *World Wide Web
IDENTIFIERS- Test Security

This paper discusses six challenges relevant to Web-based testing. Some of these challenges are not specific to Web-based testing, but generalize to all computer-based testing. The challenges are: (1) security and using test centers for Web-based testing; (2) measuring complex skills and problem-solving tasks on the Web; (3) integrating modern item selection and test assembly algorithms; (4) storing and processing all relevant examinee response data; (5) the large-scale distribution of "high-bandwidth" tests (e.g., multimedia, high-density audio video, or images); and (6) optimal ergonomic design of Web-based testing interfaces. Considering each of these challenges raises questions about the future of Web-based testing and supports the need for better education across many sectors of the Web-based testing community about the technical aspects of psychometrics and high-stakes testing needs. In addition, there must be adherence to standards and principles of professional practice and science. (SLD)

ED 458 295 TM 033 469

Kupermintz, Haggai; Shepard, Lorrie; Linn, Robert
Teacher Effects as a Measure of Teacher Effectiveness: Construct Validity Considerations in TVAAS (Tennessee Value Added Assessment System).
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Elementary Secondary Education; Simulation; State Programs; *Teacher Effectiveness; *Test Use;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; American Indians; Anger; Block Scheduling; Cooperative Learning; Coping; Cultural Differences; Delinquency Prevention; Disabilities; Discipline; Dress Codes; *Dropouts; Education Work Relationship; Educational Legislation; *Expulsion; Family Involvement; High Risk Students; Legal Problems; Mexican Americans; Nontraditional Education; School Safety; School Uniforms; Secondary Education; Student Behavior; *Suspension; Truancy; Violence; Vocational Education
IDENTIFIERS- Gangs; Risk Reduction; Zero Tolerance Policy

This collection of papers examines the causal and contextual issues surrounding the emerging rash of student expulsions, suspensions, and dropouts; discusses legal restrictions that school personnel must consider when establishing and implementing student codes of conduct; and presents promising programs and practices to reduce the number of expulsions, suspensions, and dropouts. Papers include: "School Dropout Rates: Are We Sure They are Going Down?" (Richard Fossey); "Who Drops out and What Happens to Them?" (Stephen Lichtenstein and Jose Blackorby); "What's Happening to Our Children?" (Claudette McDonald Brown and Kathleen A. Birrane); "The Search for Reasonableness: Legal Issues in Student Discipline" (William G. Gordon); "Regulation of Specific Conduct" (Reed B. Day); "Ensuring Success for At-Risk Students at the High School" (Nancy Bell-Ruppert and Margaret J. Smith); "Designing an Effective In-School Suspension Program To Change Student Behavior" (John Sheets); "Class Teaches Students To Cope with Anger" (Linda Lumsden); "A Family Systems Approach to the Problem of Truancy" (Robert L. Sheverbush and Arlene F. Sadowski); "Evaluation of a High School Block Schedule Restructuring Program" (Thomas R. Guskey and Edward Kifer); and "Keeping Guns out of Schools" (Garry W. McGiboney). (Papers contain references.) (SM)

ED 458 316 UD 034 525

Bosworth, Kris, Ed.
Preventing School Violence: What Schools Can Do. Hot Topics Series.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Bullying; Children; Conflict Resolution; Death; Educational Environment; Elementary Secondary Education; High Risk Students; Homicide; Leadership Training; Mass Media; Peer Mediation; *School Safety; Suicide; Victims of Crime; *Violence; Weapons
IDENTIFIERS- California; Dating Violence; Preventive Education; Risk Reduction; *Risk Taking Behavior

This collection of papers provide a range of data on dealing with violence in the schools and communities, focusing on risk factors and correlates of youth violence, how violence affects young people, and how schools can help students avoid violence. The papers include: "Youth Violence in the United States: Major Trends, Risk Factors, and Prevention Approaches" (Linda L. Dahlberg); "Concurrent Risk Factors for Adolescent Violence" (Hilary Saner and Phyllis Ellickson); "Adolescent Homicide: Towards Assessment of Risk" (Peter J. Hardwick and Martyn A.

Viadero, Debra
Minority Gaps Smaller in Some Pentagon Schools. The Achievement Gap.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.
PUB DATE- 00
NOTE- 11p.; Theme issue. For other issues in this series, see UD 034 554-557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Diversity (Student); *Educational Quality; Elementary Secondary Education; Equal Education; Military Personnel; *Minority Group Children; Parent Participation
IDENTIFIERS- *Dependents Schools; Military Dependents

This third in a four-part series on why academic achievement gaps exist explains how U.S. Department of Defense schools for children of military families offer lessons on how to raise academic achievement among minority students. Minority students in these schools do better than their counterparts almost anywhere in the United States on standardized tests. Though black and Hispanic students in military-run schools still generally lag behind their white counterparts, the gap is smaller than in civilian schools. Advantages of Defense Department schools include a long history educating diverse students, support of the military culture and infrastructure, and military support in promoting parent participation. Principals can enlist the local command to provide schools with volunteers and technological expertise. With frequent moves a fact of life, military children learn quickly to adjust to new settings. Defense Department schools use standardized curricula so students can make such transitions easily. Special programs exist for students who struggle academically. Students are exposed to academically challenging courses and routinely take field trips. Defense Department schools have a teaching force that is more educated and experienced than most. Teachers receive competitive salaries as well as housing allowances. (SM)

ED 458 337 UD 034 557

Viadero, Debra; Johnston, Robert C.
Lifting Minority Achievement: Complex Answers. The Achievement Gap.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.
PUB DATE- 00
NOTE- 14p.; Theme issue. For other issues in this series, see UD 034 554-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Black Students; Class Size; Diversity (Student); Educational Research; Elementary Secondary Education; Equal Education; Ethnic Stereotypes; *Hispanic American Students; Minority Group Children; Parent Participation; Scores; Standardized Tests
IDENTIFIERS- African Americans; Texas

This fourth in a four-part series on why academic achievement gaps exist describes the Minority Achievement Committee scholars program at Shaker Heights High School in Cleveland, Ohio, a powerful antidote to the achievement gap between minority and white and Asian American students. It explains the need to break down stereotypes about academic achievement (e.g., that achieving academically is "acting white") and the

(Society for Information Technology & Teacher Education) 2001 conference. Topics covered include: concerns of administrators and teachers in the diffusion of information technology; preservice elementary mathematics teachers' computer self efficacy, attitudes, and perceptions; information and communications technology (ICT) in high schools; technology education and practices of preservice teachers; multimedia tools and case-methods pedagogy; helping third grade low achievers through dynamic modeling software; instructional technology doctoral programs; predictive relationships among certain personality factors and novice teachers' use of the newer technologies; the Technology in Education Competency Survey; teacher mediation in development of hypertext projects; evaluating the impact of a teacher-focused technology integration program; teachers' perceptions of self efficacy and beliefs regarding ICT; graduate action research assessment; student rating of instruction in distance education and traditional courses; a model for courseware design; social and academic uses of the Internet by high school students; analysis, design, implementation, and evaluation of instructional software by computer science students and public school teachers; technology and the academic and social culture of a university campus; applying technology to restructuring and learning; evaluation of information technology courses in teacher education; using the Internet as a source of data for qualitative research in the social sciences; computer confidence and attitudes of students attending a notebook or traditional university; science concepts, technology, and higher order thinking skills; effects of peer status and self-efficacy on small group interactions; national technology standards; multimedia tools and case-method pedagogy; computer use in English as a Second Language instruction; the changing role of the teacher; assessing technology-assisted use of information; creative uses of digital technologies; classroom community in postsecondary classes; teachers' and principals' perceptions of barriers to the use of computers; a "blended-technology" approach to distance education; scoring activities on integrating technology during preservice training; benefits of an educational technologist in middle school environments; enhancing attitudes toward technology for middle school girls; effects of multimedia training on teacher-centered versus student-centered classroom behaviors; comparison of preservice, inservice, and non-teacher education majors on technology confidence, ability, and use; domains of adaptation in technologically-mediated classrooms; impact of instructional technology on student achievement; use of Nvivo for classifying synchronous dialog resulting from Web-based professional development; professional development online; a Web-based precision teaching approach to undergraduate physics; teachers' roles in classrooms with/without computers; Internet-based learning environments in higher education; and technology in Arizona. Most papers contain references. (MES)

ED 457 837   IR 020 907

Roach, Linda E., Ed.
Science. SITE 2001 Section .
PUB DATE- 01
NOTE- 91p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

academic achievement of at-risk students in elementary schools in the United States. The at-risk population consists of those students who are in the free- and reduced-school lunch programs, those students who are non-white, those students who are in Title I schools, and those students who have scored in the lowest quartile on academic achievement tests. The studies fall into the categories of mathematics, reading, telecommunications, Integrated Learning Systems, and higher order thinking skills. The study on mathematics was inconclusive. The majority of the six studies on reading were significantly positive. The two telecommunications studies were mixed-one positive for the treatment group and one positive for the control group. The four studies on Integrated Learning Systems mostly showed significant gains. The higher order thinking skills study showed positive significance in one category. (Contains 16 references.) (Author/AEF)

ED 457 856 IR 021 017

Cap, Ihor
The Effects of Instructional Media and Ethnocultural Characteristics on Egalitarian and Utilitarian Learning: An Empirical Digest of Controlled Research Studies.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adult Learning; Adult Students; Case Studies; *Computer Uses in Education; *Educational Media; *Educational Research; *Educational Technology; *Instructional Materials; *Intervention; Multicultural Education

Many educational researchers have harnessed various technologies of instruction to improve the reliability of their egalitarian and utilitarian interventions. Their experiments with adolescents and adults yield important post-course effects, yet, little is known about the effects of instructional media with adolescent or adult multicultural subjects. These are important to instructional and motivational designers and planners working with such populations. This paper gives professionals and experienced practitioners empirical information on the application possibilities, message content, communication channel(s) used, audience characteristics, and audience response. It should be useful for professionals and experienced practitioners who want to understand how to make informed decisions when planning for instructional media interventions with adolescent or multicultural populations. The related literature is presented in two sections: (1) Information (Knowledge) and/or Attitude Change Studies, and (2) Persuasiveness Studies. A synthesis of responses to deal with the challenges of organizing and optimizing egalitarian and utilitarian interventions concludes this digest. (Contains 14 references.) (AEF)

ED 457 857 IR 021 018

CNN Newsroom Classroom Guides, October 2001.
PUB DATE- 01
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

"Community Colleges: Issues and Research," identifies areas of needed research related to the mission and work of community colleges. It summarizes the comments of the conference participants and organizes these comments into three sections. The first focuses on forces that influence the mission and identity of community colleges: internal (i.e., students and faculty) and external (i.e., the economy, federal and state policy, technological changes, and local community demand). The second section explores research questions pertaining to students, curriculum and course taking, faculty and pedagogy, and institutional governance and culture. The final section focuses pragmatically on the organization and type of needed research. The need to contextualize studies of community colleges within an understanding of societal forces is discussed, as well as the nature of institutional research--how to best utilize the data already being collected, how to improve methods for collection of further data, and how best to reflect research back to the policy and practitioner communities. (KP)

ED 457 875 JC 010 620

Strauss, Linda C.
Addressing the Discourse on the Future of Post-Secondary Education: The Relationship between Mission and Funding in Community Colleges.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Outcomes Assessment; *Community Colleges; Discourse Communities; *Financial Support; Institutional Evaluation; *Mission Statements; Performance Factors; Public Education; *School Funds; *School Support; State Aid; State Federal Aid; Tax Allocation; Two Year Colleges

This paper discusses the growing segments of postsecondary education that are cutting into the market niche developed by community colleges, such as for-profit institutions offering degrees at costs substantially below those of traditional schools. More institutions often mean more competition for state funding and students (tuition revenue). The more that the community college market is saturated by other postsecondary initiatives, the fewer resources are available to support community colleges. The paper proposes that clarifying educational mission statements can alleviate the stress on funding issues for postsecondary education. Also, instead of relying on appropriations, community colleges can become proactive and seek out opportunities to serve the needs of constituents through an entrepreneurial-type model. These activities can include soliciting local and national companies for support, both in terms of dollars and equipment. While mission clarity and funding models are not quick fixes for the issues facing postsecondary education, they do propose a starting place for involving community colleges in current and future discourse. Utilizing funding patterns consistent with institutional sector performance indicators would allow states to appropriate more dollars to institutions performing according to agreed-upon missions, and allow more effective coordination of services to the citizens of the country and beyond. (Contains 16 references.) (EMH)

ED 457 876 JC 010 621

*Educational Finance; Expenditures; *Financial Support; Grants; Operating Expenses; *Private Colleges; *Public Colleges; Resource Allocation; School Support; State Aid; *State Federal Aid; Tax Allocation; Tuition; Two Year Colleges

This paper explores the ways in which community colleges in the United States are financed. It offers a historical overview of community college financing in the U.S., arguing that from their inception, they have operated on the premise of providing wide access to higher education through public funding at little or no cost to students. The paper stresses that any discussion of funding should differentiate between public and private or independent colleges. Most of the growth in the two-year college sector has been on the part of the public institutions. The average tuition for independents in 1997-1998 was $7,536--almost 6 times the average public college tuition. Tuition and fees account for only about 21% of the revenue of public community colleges. But even this low figure is a relatively recent development. For instance, in 1975, California's institutions were tuition-free. Because local control is a basic tenet of community colleges in the United States, there is no single model for financing. The second major source of revenue for community colleges is money appropriated by state legislatures. The percentage of community college income acquired from appropriations ranges from a high in Nevada of 66% to a low in Vermont of 15%. Public colleges are the only segment of higher education that receives revenue from local taxpayers. (NB)

ED 457 896 JC 010 647

The Okaloosa Walton Community College Charter High School: A Charter School of the Okaloosa School District.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Associate Degrees; *Charter Schools; College Instruction; College Transfer Students; *Community Colleges; Cooperative Programs; Degree Requirements; *Dual Enrollment; *Educational Innovation; High Schools; Institutional Cooperation; Nontraditional Education; Shared Resources and Services
IDENTIFIERS- *Okaloosa Walton Community College FL

The Okaloosa-Walton Community College (OWCC) proposes a Charter High School that will allow college-level study for serious high school students. The combined high school and college educational programs will enable students to complete a high school diploma and an associate degree simultaneously in either academic transfer or technical education options. The program will apply varied instructional delivery and learning styles, a technology-across-the-curriculum approach, and incorporation of an integrated academic seminar series at each grade level. The four educational principles on which the school is based are: (1) students should develop the capacity to think critically, solve problems, and communicate effectively through a mastery of academic courses with emphasis on language and mathematics; (2) students should learn about themselves, their heritage, and the interdependent world through academic courses; (3) students should prepare for further education and work through elective academic and technical courses; and (4) students should learn to fulfill their civic obligations through school and community service. The school will offer 120 high school classes, 34 associate degree options, and will meet the transfer

This dissertation explores the history of junior colleges in the United States. Each of its five chapters examines an aspect of these colleges, such as community interests and state legislation. Chapter 1 discusses junior college historiography, testing the conventional explanation of the junior college's origins and early development against the historical record. This chapter also argues that junior college historiography has been captive to the idealist fallacy, evidenced by the literature's disregard for the unique experiences of individual junior colleges. In this chapter, the author questions the prominent role the literature has assigned to university leaders in creating a public awareness of and support for the junior college. Chapter 2 attempts to lay a foundation for a new explanation of the junior college and its origins in the form of a comprehensive inventory of these two-year institutions and their sponsoring communities. Chapter 3 advances the explanation of the municipal junior college's origins that centers on the pivotal role of community interests and local conditions in giving life and direction to this institution. Chapter 4 argues that the explanation of the municipal junior college's origins cannot be extended to include either its small town or its great city counterparts. Finally, Chapter 5 provides evidence that school historians have consistently understated the extent, intensity, and effectiveness of the resistance with which the early junior college was met. (Contains 259 references.) (EMH)

ED 457 916 JC 010 673

Facts and Figures, 2000.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Degrees (Academic); *Enrollment; *Institutional Characteristics; School Personnel; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

This booklet presents facts and figures for the Community College of Rhode Island. Highlights for fall 2000 (unless otherwise noted) include: (1) the 2000-2001 annual yearly in-state tuition was $1,616, with a mandatory fee of $190; (2) credit headcount was 15,583; (3) full-time-equivalent enrollment was 8,866; (4) percent minority was 14.6%; (5) female enrollment was 62%; (6) full-time enrollment was 33%; (7) average age was 29; (8) total graduates in 1999-2000 was 1,333--1,185 earned associate degrees and 148 earned certificates; (9) the number of full-time continuing faculty was 283; (10) the number of part-time/adjunct faculty was 365; (11) 79% percent of faculty held a master's degree and 17% a doctorate; (12) the number of staff was 341; (13) site enrollment headcount for the Lincoln Campus was 5,765, for the Providence Campus 2,434, and for the Warwick Campus 7,551; (14) the total financial aid dollars from state and federal sources decreased-state was down 12.5% and federal 14.5%; and (15) the most degrees awarded were in liberal arts, business administration, and nursing. (EMH)

ED 457 917 JC 010 674

Spurling, Steven
The High School Report: The Placement, Performance and

ED 457 936 JC 010 695

Moore, Linda Hamman
A Mixed-Method Approach to Evaluating Learning Communities for Underprepared Community College Students: The Integrated Studies Communities at Parkland College.
PUB DATE- 00
NOTE- 204p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Basic Writing; Community Colleges; *Cooperative Planning; *Developmental Programs; Educational Cooperation; Learning Modalities; Learning Processes; *Learning Strategies; *Remedial Programs; *Teacher Collaboration; Team Teaching; Transitional Programs; Two Year Colleges
IDENTIFIERS- *Parkland College IL

This study evaluated two developmental learning communities, named the Integrated Studies Communities ISC, at Parkland College in Illinois. The primary purpose of the study was to compare the students in the ISC with similar underprepared students in the regular curriculum. The ISC offers four linked courses, and participating students take them together as a class. The report examines both a pilot study and full implementation (ISC II and III) of the program. The author found that in the fall, ISC II completers earned 11.05 credit hours compared with the 9.81 credit hours of the comparison group, while ISC III completers earned an average of 12.77 credit hours, compared with the comparison group's average of 8.9 credit hours. The results for the spring were lower, but the difference over the course of the year remained significant. Independent t-tests revealed there was no significant difference in GPAs between the two groups. The author also notes that the ISC students were taking rigorous, college-level courses. Includes 10 figures, 17 tables, 75 references, and 6 appendices, including the research instrument. A 22-item instrument with an eighth-grade reading level is a product of the study. (NB)

ED 457 937 JC 010 696

California Community Colleges: Poor Oversight by the Chancellor's Office Allows Districts to Incorrectly Report Their Level of Spending on Instructor Salaries.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Community Colleges; Educational Finance; *Financial Audits; Financial Policy; Financial Problems; Laws; Legislation; *Resource Allocation; School District Spending; School Funds; *State Legislation; State School District Relationship; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report by the California State Auditor reports that six of 10 California community college districts audited are incorrectly reporting their levels of spending on teacher salaries. State law requires that districts spend 50% of their current educational expenses on instructor salaries each year. By mandating this spending level, the legislature hoped to reduce class size and increase the effectiveness of classroom

Countries; Migrant Children; Minority Groups; Mothers; *Play; *Program Descriptions; *Social Services; *Young Children
IDENTIFIERS- *Netherlands; Play Centers

This booklet describes "Samenspel Op Maat," an initiative started 10 years ago as a small-scale experiment to meet the growing need for day care for migrant children in Rotterdam. There are now hundreds of Samenspel groups in the Netherlands consisting of play afternoons for small groups of mothers and young children, usually under the guidance of professionals who come from the same community. The program does not target only children from ethnic and cultural minorities but focuses more generally on children in disadvantaged situations. The booklet describes the program's history, efforts, and successes, and includes comments on the program from participants and others involved with policy or programs for young children in the region. (EV)

ED 457 957 PS 029 576

Verhellen, Eugeen, Ed.
Understanding Children's Rights: Collected Papers Presented at the International Interdisciplinary Course on Children's Rights (4th, Ghent, Belgium, December 10-17, 1999). Ghent Papers on Children's Rights No. 5.
SPONS. AGENCY- Swedish Save the Children, Stockholm (Sweden).; British Council, London (England).; United Nations Children's Fund, Geneva (Switzerland).
PUB DATE- 99
NOTE- 623p.; For 1998 Ghent Proceedings, see ED 444 684. International Interdisciplinary Course also funded by Flemish Minister of Education; Flemish Minister for Welfare, Health, and Equal Opportunities; Belgian Minister for Internal Affairs; Vice-Prime Minister and the Belgian Minister for Foreign Affairs; Belgian Minister of Justice; Administration Foreign Relations--Ministry of the Flemish Community; Executive Council of the Province of East Flanders; Flemish Interuniversity Council with Belgian General Direction International Co-Operation; and Kind en Gezin (Child and Family).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Child Advocacy; *Child Welfare; *Children; *Childrens Rights; Compliance (Legal); Developed Nations; Developing Nations; Foreign Countries; International Law; Nongovernmental Organizations; Well Being
IDENTIFIERS- UNESCO; UNICEF; *United Nations Convention on Rights of the Child

Papers compiled in this fourth annual conference collection deal with views and theories on children's rights and provide extensive information on background, motivation, strategies, and main trends in the field of children's rights. Following the welcome addresses to the conference, the 42 papers cover a variety of relevant topics, including: (1) human rights education; (2) the U.N. Convention on the Rights of the Child; (3) children's rights and children's development; (4) images of childhood; (5) nongovernmental organizations and children's rights; (6) children's quality of life; (7) child labor; (8) international human rights treaties; (9) economic issues and children's rights; (10) the World Bank and children's rights; (11) UNICEF and children's rights; and (12) education and children's rights. Most of the papers contain references. (KB)

ED 457 958 PS 029 716

PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Beginning Writing; Caregiver Child Relationship; Caregiver Role; Early Childhood Education; *Emergent Literacy; Parent Child Relationship; *Parent Influence; *Parent Materials; Parent Role; Parents as Teachers; School Readiness; *Young Children

Asserting that children who are exposed to a rich variety of literary experiences at home are far more likely to enter school ready to learn than those not exposed, this booklet for parents and caregivers discusses 10 guidelines to help them promote literacy in young children. The guidelines are: (1) talk and sing with your child; (2) read to your child every day; (3) provide materials that prepare your child for writing; (4) limit television viewing and watch appropriate shows with your child; (5) provide opportunities for play and exploration; (6) be a role model by showing your love of reading; (7) visit libraries and bookstores; (8) give your child a healthy start; (9) select quality child care; and (10) instill a life-long love of reading. (EV)

ED 457 976 PS 029 815

Mondschein, Emily
Community Schools in Illinois: Partnerships Promoting Academic Excellence and Lifelong Development.
PUB DATE- 01
NOTE- 25p.; A publication of the Community Collaboration Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Schools; Community Services; Educational Innovation; *Elementary Secondary Education; *Family School Relationship; *Partnerships in Education; *Public Policy; *School Community Relationship
IDENTIFIERS- *Illinois

Noting that educators are charged with the task of promoting lifelong development and self-sufficiency in students through academic excellence, this report discusses how community schools in Illinois provide an innovative route for achieving the vision of enabling all Illinois students to become confident, self-sufficient, and productive citizens. The report defines community schools as partnerships linking schools, families, and communities to promote better outcomes for children, youth, families, schools, and communities. The report discusses how community schools draw stakeholders from various arenas, provide school-linked or school-based services/activities that promote lifelong learning and development throughout the community, equip parents to help children learn, provide after-school activities, strengthen parent-teacher relationships, and increase the number of caring adults in children's lives. In addition, the report summarizes benefits of community schools, presents several models for community schools, and describes how some Illinois communities have forged partnerships that support community school goals. The report concludes with recommendations that the state of Illinois: (1) implement a statewide task force to identify the

Housekeeping Tips To Reduce Lead Exposure and Nutrition and Lead Poisoning and The Medical Consequences of Lead Poisoning and Lead Poisoning for Health Care Providers.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Child Safety; *Children; Family Environment; Hazardous Materials; *Lead Poisoning; Nutrition; Prevention
IDENTIFIERS- Illinois; *Lead (Metal)

This document is comprised of five fact sheets from the Illinois Department of Public Health regarding childhood lead poisoning. Recent studies claim that childhood lead poisoning can contribute to problems later in life, such as academic failure, juvenile delinquency, and high blood pressure. Directed to parents, caregivers, and health care providers, the topics of the fact sheets are: (1) "Facts about Nutrition and Lead Poisoning"; (2) "Facts about the Medical Consequences of Lead Poisoning"; (3) "Facts about Lead Poisoning for Health Care Providers"; (4) "Facts about Housekeeping Tips To Reduce Lead Exposure"; and (5) "Facts about Childhood Lead Poisoning." Each fact sheet concludes with information on contacting the Illinois Department of Public Health for additional information on lead poisoning. (KB)

ED 457 997 PS 029 840

Eliminating Childhood Lead Poisoning: A Federal Strategy Targeting Lead Paint Hazards.
PUB DATE- 00
NOTE- 52p.; Produced by the President's Task Force on Environmental Health Risks and Safety Risks to Children.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Change Strategies; *Child Health; *Children; Federal Programs; Hazardous Materials; Incidence; *Lead Poisoning; Low Income Groups; *Prevention; Program Descriptions
IDENTIFIERS- *Lead (Metal)

Noting that lead poisoning is a preventable disease, this report details a coordinated federal program to eliminate childhood lead poisoning in the United States. The report describes how lead poisoning harms children, how pervasive lead poisoning is, and how lead paint hazards in housing could be eliminated in 10 years. Following information on the President's Task Force on Environmental Health Risks and Safety Risks to Children and lists of the members of the Task Force and the Lead Poisoning Prevention Workgroup, the report presents an executive summary and a budget summary. The report's introduction details sources of lead poisoning and information on incidence. Current and ongoing federal programs and activities to control lead poisoning and identify lead paint hazards are described. The report then proposes a 10-year plan that will create 2.3 million lead-safe homes for low-income families with children. The report compares the costs of short- and long-term hazard controls and discusses the benefits of eliminating childhood lead poisoning. The following recommendations are put forth as keys to a used in the DRC. The report notes that the current conflict in the DRC has resulted in large numbers of children being recruited/forced into armed service, killed, or displaced. Considerable discrimination is evident against girls, displaced children, refugee children, child soldiers, street children, and ethnic minority children. The report presents observations and recommendations in the following areas: (1) definition of a child; (2) torture and other cruel, inhuman, or degrading treatment or punishment; (3) protection against all forms of violence, particularly sexual abuse; (4) children in conflict with the law; and (5) rehabilitation. The report's conclusion maintains that the state's report demonstrates its awareness of obstacles to applying the Convention, but has omitted important information, especially concerning ill-treatment and cases of torture. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Democratic Republic of the Congo, including those related to legislation; budget allocation; cooperation with nongovernmental organizations; civil rights and freedom; family environment and alternative care; basic health and welfare; education, leisure, and cultural activities; and special protection. (Contains 61 footnotes.) (KB)

ED 458 016 PS 029 862

Naqvi, Yasmin
Rights of the Child in Turkey.
PUB DATE- 01
NOTE- 88p.; Report presented to the Committee on the Rights of the Child (27th Session, Geneva, Switzerland, May 21-June 8, 2001). For other reports in the Rights of the Child series, see PS 029 860-861. Supported by Misereor and the Fondation de France.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Child Advocacy; Child Safety; *Child Welfare; Childhood Needs; *Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Females; Foreign Countries; Government Role; Juvenile Justice; Law Enforcement; Refugees; Sexual Abuse; Social Discrimination; Violence; Well Being
IDENTIFIERS- Torture; Torture Victims; *Turkey; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Convention on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the Convention by Turkey and observations regarding violence against girls in Turkey. The report is presented in three major parts. Part 1 asserts that despite the considerable legal framework for protecting children's rights, there is adequate proof that there are serious deficiencies in Turkey's system of child protection. Observations and recommendations are made in the following areas: (1) definition of a child; (2) torture and other cruel, inhuman, or degrading treatment or punishment; and (3) children in conflict with the law. This part concludes with recommendations related to the discrimination of Kurdish children and girls, treatment of refugee children, torture, and the juvenile justice system. Part 2 focuses on violence against girls in Turkey. This second part details problems related to domestic violence, marital rape, crimes committed against females in the name of "honor," virginity testing, sexual

Relationship; Praise; Self Control; Timeout
IDENTIFIERS- Behavior Management; Spiritual Development

Based on the Girls and Boys Town's "Common Sense Parenting" approach, this book presents an approach to foster parenting focusing on building relationships with children, teaching them skills, and empowering them by teaching self-discipline and self-control. Research-based solutions are provided for common concerns, including building a trusting relationship with a foster child who still has a strong attachment to his or her original family, working with the foster child's parents who may be uncooperative or hostile, respecting the foster child's ethnic/cultural background while teaching skills to help him or her succeed in the larger world, and handling transitions when a foster child moves to another placement or returns home. Following an introductory chapter discussing the value of foster care, the chapters are: (1) "Building a Relationship with Your Foster Child"; (2) "The Professional Foster Parent"; (3) "Working with a Foster Child's Family"; (4) "Creating a Safe Environment"; (5) "Setting Expectations and Sending Clear Messages"; (6) "The Benefits of Teaching"; (7) "Introduction to Teaching Social Skills"; (8) "The ABCs of Behavior"; (9) "Rewarding Good Behavior"; (10) "Giving Negative Consequences"; (11) "Using Time-In and Time-Out"; (12) "Preventing Problems before They Occur"; (13) "Giving Effective Praise"; (14) "Staying Calm"; (15) "Correcting Misbehavior"; (16) "Teaching Self-Control"; (17) "Solving Problems and Making Decisions"; (18) "Creating a Strong Spiritual Foundation"; and (19) "Handling Transitions." (Contains 15 references.) (KB)

ED 458 035   PS 029 889

Zito, Michael, Ed.
Bridges, 1999.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.; California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 99
NOTE- 66p.; For 2000 issue, see PS 029 890. For 2001 issue, see PS 029 891.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Health; *Cooperation; *Disabilities; Health Insurance; Health Services; Mental Health; *Partnerships in Education; Preschool Education; Program Descriptions; *Special Needs Students; State Legislation; State Programs
IDENTIFIERS- California; Family Support; *Project Head Start

This document is comprised of the two issues in volume 4 of "Bridges," a publication produced by the California Head Start-State Collaboration Office to detail the activities of the educational partnership and to provide relevant information to programs participating in the partnership. The spring 1999 issue focuses on the service system for children with disabilities, with articles on finding day care for a special needs child, California's Early Start Program, the public school preschool special education program, and regional center services for children over age three. The issue also includes lists of agencies serving young children with disabilities, tips for child care providers on including children with special needs in their programs, parents' rights, descriptions of various Head Start/Early Head Start programs, and Head Start performance standards, as well as information on developing a violence-free environment for children, and recent legislation allowing nebulizer care in child care settings. The fall 1999 general overview of project results and significant patterns identified. Short descriptions of each of the interviewees and the topics they discussed are presented. A resource guide presents 29 organizations, publications, and media productions. (TD)

ED 458 055 RC 023 124

Kenyon, Peter, Ed.; Black, Alan, Ed.
Small Town Renewal: Overview and Case Studies.
PUB DATE- 01
NOTE- 101p.; In conjunction with Jim Cavaye, John Duff, Michael O'Meara, and Peter Palmer. For related manual, see RC 023 157.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Agents; *Community Action; Community Attitudes; Community Characteristics; Community Development; Community Leaders; *Economic Development; Entrepreneurship; Foreign Countries; Geographic Isolation; Quality of Life; *Rural Areas; *Rural Development; *Small Towns; Social Capital; Youth Programs
IDENTIFIERS- Australia; Capacity Building; Community Viability

Many small, inland, and remote Australian rural communities continue to lose population and businesses, a trend that has intensified over the last 2 decades. Mean age continues to rise, while the 15-24 age group contracts dramatically. Such declining demographics are caused by the stress and uncertainty of volatile world commodity markets, as well as by environmental concerns, technology changes, changing lifestyles, low income and rising debt levels, declining educational and health services, deteriorating infrastructure, high family and business costs, and recent policies that centralize services. However, some communities have been able to build resilient characteristics and plan and implement a range of survival and revival strategies resulting in improved quality of life and economic opportunities. This handbook is designed to enhance the capacity of small rural communities to take proactive renewal initiatives by focusing on what communities are doing. Fourteen case studies are presented of small Australian towns with populations of less than 3,500 that have made positive local development possible. Although each case is unique, common themes include right timing; use of community planning processes; enthusiastic local leadership; positive attitude; local entrepreneurship; local investment; smart use of outside training, technical assistance, and financial resources; new community networks; and focus on retaining young people through employment, recreational, and educational initiatives. Contact information is presented for each case study. (Contains 420 references.) (TD)

ED 458 056 RC 023 157

Kenyon, Peter
Small Town Renewal Manual.
PUB DATE- 01
NOTE- 114p.; For the "Small Town Renewal: Overview and Case Studies," see RC 023 124.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

and do not apply to family child care providers. This document is organized into three sections that correspond to the basic Child Care and Development Fund health and safety standards, and is further divided into subsections around specific topics. Section 1, policies, practices, and caregiver training, addresses staffing ratios, caregiver qualifications, caregiver training, and program policies. Section 2, building and premises, covers safe environment, nurturing and enriching environment, and transportation. Section 3, infection control, discusses immunizations, sanitation, handwashing, food safety, care of ill children, and caregiver health. Each subsection contains a principle, an explanation of why the topic is important, and standards related to the topic. An appendix presents universal precautions. (TD)

ED 458 074 RC 023 212

Everett, Sherry; Sussman, Michele; Ranslow, Steve; Shaughnessy, Lana
Youth Risk Behavior Survey of Middle School Students Attending Bureau Funded Schools, 2000.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Drinking; Drug Abuse; *Early Adolescents; Eating Disorders; Females; *Health Behavior; Incidence; Males; *Middle School Students; Middle Schools; Physical Activity Level; School Surveys; *Self Injurious Behavior; *Sex Differences; Sexuality; Smoking; Violence
IDENTIFIERS- *American Indian Students; *Bureau of Indian Affairs Schools; Risk Taking Behavior

This youth risk behavior survey was completed by 7,667 students at 127 Bureau of Indian Affairs (BIA) middle schools. The document is organized around the six categories of behavior that contribute substantially to the leading causes of death, illness, and social problems in the United States: unintentional and intentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted disease; dietary behaviors; and physical activity. Results indicate that male middle school students were significantly more likely than female students to carry a gun or other weapon; engage in physical fights; use chewing tobacco or snuff; have sexual intercourse with three or more partners; and exercise and play sports. Female middle school students were significantly more likely than male students to consider or attempt suicide; think they are overweight; and diet, vomit, or take laxatives or diet pills to lose or maintain weight. Students in each of grades 6-8 were significantly more likely than students in the preceding grade to ride with a driver who had been drinking alcohol; engage in a physical fight; smoke cigarettes; drink alcohol; use marijuana; and have sexual intercourse with three or more partners. (Contains nine data tables.) (TD)

ED 458 075 RC 023 214

Goatcher, Truett
School District Consolidation Will Save Millions of Dollars: Fact or Myth? A Special Report.
PUB DATE- 99
NOTE- 25p.

McNelly, Deborah; Hoff, Douglas
The Lamprey River Curriculum: A Teacher-Written, Teacher-Tested Social Studies Curriculum with a Science Component for Elementary, Middle and High School Students.
PUB DATE- 00
NOTE- 177p.; Edited by Sharon Meeker. In collaboration with Lamprey River Advisory Committee and Lamprey River Watershed Association. Supported by the Greater Piscataqua Community Foundation and the Barbara K. and Cyrus B. Sweet III Fund. Accompanying videotape, "The River: The Lamprey through History," is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Instructional Materials; *Lesson Plans; Pollution; *Rivers; Science Activities; *Science Curriculum; Science Instruction; *Social Studies
IDENTIFIERS- *Watersheds

This social studies curriculum with a science component contains two sections. The first section targets elementary schools and includes six lessons. The second section is intended for middle schools and high schools and contains four units. These two sections overlap with each other and can be used by teachers from any grade level. The content of the elementary school curriculum includes: (1) "The River Runs Wild and Scenic"; (2) "The River Flows through Life"; (3) "A Map of Our Own"; (4) "Stopping along the Lamprey: The Field Trip"; (5) "People of the River"; and (6) "A Message to the Lamprey River." The contents of the middle and high school curriculum include information on ongoing activities such as journal writing and field trips, background activities on watersheds and the Lamprey, research projects on wildlife, pollution issues, cultural and natural history, and land-use issues. The curriculum standards covered are also listed in each section. The featured videotape focuses on interactions between the river and people and the history of the river. (YDS)

ED 458 096   SE 065 103

Murray, Hanlie; Olivier, Alwyn; Human, Piet
Learning through Problem Solving.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Mathematics Education; *Problem Based Learning; *Problem Solving; *Teacher Role; *Teaching Methods

After conducting several studies on young students' understanding of particular concepts before, during, and after instruction, this paper focuses on the two small scale and several informal teaching experiments based on the idea that the teacher should pose problems to students for which they do not yet have a routine solution method available, and that learning would take place while students were grappling with the problems. A tentative model for learning and teaching mathematics is provided. Some of the issues discussed include the role of the teacher, the classroom culture, interaction patterns among students, the kind of problem posed, the mathematical structure of the problem, sustained learning, the type of response

ED 458 122 SE 065 266

Sussman, Art
WestEd Eisenhower Regional Consortium for Science and Mathematics Education Cumulative Report for FY96-00, October 1, 1995-March 31, 2001.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 90p.; ERIC copy does not include Appendices A-E.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Equal Education; *Mathematics Education; Professional Development; *Science Instruction; Science Programs; Standards
IDENTIFIERS- Eisenhower National Clearinghouse

This document contains the cumulative report of the WestEd Eisenhower Regional Consortium for Science and Mathematics Education (WERC) for the fiscal years 1996-2000. WERC regional and national activities involve collaborations with other Eisenhower regional consortia and the Eisenhower National Clearinghouse (ENC). The WERC region includes four states--Arizona, California, Nevada, and Utah--and WERC has served as the Eisenhower Regional Consortium for the Far West Region for the last eight years. Contents include: (1) National Activities with the Eisenhower Network; (2) WERC's Role in Each of Our Four States; (3) National and Regional Development Activities; (4) Lessons Learned about Professional Development; (5) Evaluation Methodology and Findings; and (6) WERC Performance vs. the Indicators. (YDS)

ED 458 123 SE 065 268

Kamii, Constance
Young Children Reinvent Arithmetic: Implications of Piaget's Theory. Second Edition. Early Childhood Education Series.
PUB DATE- 00
NOTE- 243p.; With Leslie Baker Housman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constructivism (Learning); *Educational Research; *Mathematics Education; *Piagetian Theory; Primary Education

This book describes and develops an innovative program of teaching arithmetic in the early elementary grades. The educational strategies employed are based on Jean Piaget's constructivist scientific ideas of how children develop logico-mathematical thinking. The book is written in collaboration with a classroom teacher and premised on the conviction that children are capable of much more than teachers and parents generally realize. It provides a theoretical foundation and an explanation of educational goals and objectives. The book also contains practical suggestions and developmentally appropriate activities that can be used to stimulate numerical thinking among students of varying abilities and learning styles inside and outside of the classroom. (MM)

ED 458 124 SE 065 274

Michigan Curriculum Framework: Mathematics, Including Teaching & Learning Sample Activities. Interactive Links to Content Strands, Standards and Benchmarks.

and modeling activities. A multiple-method approach was chosen. The collection of data involved (1) written responses to questionnaires and assignments; (2) audio recordings of workshop sessions; and (3) reflective reports, written by every individual preservice teacher. Results indicated a growth in preservice teachers' knowledge of students' difficulties in understanding models. Large differences were observed, however, between the preservice teachers with respect to their knowledge of teaching activities aimed at promoting students' understanding of models and modeling. The observed growth of PCK appeared to be influenced mostly by teaching experiences and by the workshops at the teacher education institute. In particular, the final workshop session during which the reflective reports of the individual teachers were discussed, had a major impact. (Contains 38 references.) (PVD)

ED 458 147 SO 031 448

Degelman, Charles; Hayes, Bill
Team Work: Sports and the Law.
PUB DATE- 96
NOTE- 13p.; For related lesson plans, see SO 031 449-452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basketball; Business; Citizenship Education; Intermediate Grades; Law Related Education; Role Playing; *Salaries; Secondary Education; *Social Responsibility; Social Studies; Teamwork; *Thinking Skills
IDENTIFIERS- Constitutional Rights Foundation; *National Basketball Association; *Professional Sports

This lesson plan uses students' interest in sports to teach good citizenship. With its focus on rules, responsibility, conflict resolution, and teamwork, the unit emphasizes the development of critical thinking, decision-making, and citizenship skills in young people. This lesson plan is part of a series of fully prepared, interactive classroom lesson plans offered by the Sports and the Law program of the Constitutional Rights Foundation. Each lesson includes detailed teacher instructions, background information, and student handouts. This lesson presents a National Basketball Association (NBA) mock draft. Students roleplay team owners, players, and members of an arbitration panel while dealing with free agency, the salary cap, and building a competitive team. (BT)

ED 458 148 SO 031 449

Degelman, Charles; Hayes, Bill
People v. Winston: Sports and the Law.
PUB DATE- 96
NOTE- 23p.; For related lesson plans, see SO 031 448-452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Coaches; *Athletics; Citizenship Education; Conflict Resolution; *Court Litigation; Intermediate Grades; Law Related Education; Role Playing; Secondary Education; *Social Responsibility; Social Studies; *Thinking Skills
IDENTIFIERS- Assaults; Constitutional Rights Foundation; *Mock Trials

This lesson plan uses students' interest in sports to teach good citizenship. With its focus on rules, responsibility, conflict

Creating a Student Price Index. Lesson Plan.
PUB DATE- 99
NOTE- 7p.; For related lessons, see SO 033 064-079. Figure may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Cost Indexes; Econometrics; *Economics; *Economics Education; High Schools; Macroeconomics; Social Studies
IDENTIFIERS- Consumer Price Index; Producer Price Index

This lesson plan gives students a hands-on understanding of a price index, how it is composed, what it is used for, and some of its limitations. Students then can make the connection to some of the popular price indices such as the Consumer Price Index and the Producer Price Index. The lesson states a purpose; cites learning objectives; suggests timing; and outlines step-by-step procedures. Attached is a sample Student Price Index. (BT)

ED 458 171 SO 033 067

Litchka, Peter
Toxic Waste in Grand Banks. Lesson Plan.
PUB DATE- 99
NOTE- 22p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Factors; *Economics; *Economics Education; Environment; Government Role; High Schools; *Poisons; *Simulation; Social Studies; *Thinking Skills

"Toxic Waste in Grand Banks" is an assessment task in which students from a high school economics class investigate the issues of economic prosperity, environmental concerns, government intervention in the market economy, and responsible civic participation in solving community problems. Students will demonstrate an ability--both individually and as part of a group--to gather information, think critically, solve problems, and reach consensus with others to facilitate responsible decision making, to understand complex ideas, and to generate new ideas. Real-world applications constitute an essential component of these skills and processes, and this assessment task seeks to meet these goals. Using a hypothetical situation in the local community of Grand Banks, students play various roles to simulate a government hearing into the cause and effect of a toxic waste dump discovered within the city limits. During the 5- to 7-day lesson, students have the opportunity to use their creative and communicative skills and their knowledge of the economic system to explore contemporary issues in a rational, critical, and interesting manner. This lesson plan provides a rationale; states goals and objectives; discusses Michigan social studies content standards; outlines a 10-step teaching procedure; and lists materials needed, most of which are attached. (Author/BT)

ED 458 172 SO 033 068

Glaser, Tom W.
Old Money: Economic History of St. Augustine. Lesson Plan.
PUB DATE- 01
NOTE- 9p.; For related lessons, see SO 033 064-079.

Includes: (11) "Klafki's Model of Didaktik Analysis and Lesson Planning in Teacher Education" (Stefan Hopmann); (12) "Levels of Classroom Preparation" (Gotthilf Gerhard Hiller); (13) "Oral and Written Communication for Promoting Mathematical Understanding: Teaching Examples from Grade 3" (Christiane Senn-Fennell); (14) "Reflecting as a Didaktik Construction: Speaking about Mathematics in the Mathematics Classroom" (Michael Neubrand); (15) "Aspects of Simplification in Mathematics Teaching" (Arnold Kirsch); (16) "The Law of Free Fall as an 'Exemplary Theme' for the Mathematicizability of Certain Natural Processes" (Martin Wagenschein); (17) "Open Experimenting: A Framework for Structuring Science Teaching and Learning" (Peter Reinhold); and (18) "Klafki's Didaktik Analysis as a Conceptual Framework for Research on Teaching" (Sigrun Gudmundsdottir, Anne Reinertsen, and Nils P. Nordtomme). (SM)

ED 458 193 SP 040 293

Franklin, Phyllis, Ed.; Laurence, David, Ed.; Welles, Elizabeth B., Ed.
Preparing a Nation's Teachers: Models for English and Foreign Language Programs. The MLA Teacher Education Project.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 99
NOTE- 412p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College School Cooperation; Educational Improvement; Educational Research; Elementary Secondary Education; *English Instruction; English Teachers; Higher Education; Language Teachers; Literature; *Preservice Teacher Education; *Second Language Instruction; Student Evaluation; Teacher Competencies; Teacher Researchers; Teaching Skills

This book provides an overview of the challenges involved in improving teacher education for faculty members, department chairs, administrators, and policymakers. The book includes the concrete experiences of 12 English and foreign language faculty members at different universities who studied their teacher preparation programs. It also offers an overview of current issues faced by departments in assessing students, courses, and programs. It begins with "Preface: The School Reform Movement and Higher Education" (Phyllis Franklin, David Laurence, and Elizabeth B. Welles) and "Introduction: What Happens Next? and How? and Why?" (Donald Gray). Section 1, "Model Programs," includes the reports from the 12 English and foreign language departments. Section 2, "Assessment Issues," includes: "Assessment: A Blessing or Bane for Teachers of English?" (Edward M. White and Volney S. White); and "Issues for Foreign Language Departments and Prospective Teachers" (Judith E. Liskin-Gasparro). Section 3, "Unresolved Questions," includes: "Changing Teacher Preparation for a Changing Student Body" (Reed Way Dasenbrock); "Connecting Universities and Schools: A Case Study" (Harold H. Kolb, Jr.); "Great Expectations, Hard Times" (Deborah K. Woelflein); "Stories in Contact: Teacher Research in the Academy" (Sarah Michaels); "Facing Our Professional Others: Border Crossing in Teacher Education" (Bob Broad); "Closely Reading Ourselves: Teaching English and the Education of Teachers" (James Marshall); "Challenges of Teaching Literature: Reflections on the MLA Teacher Education Project" (David A. Fein); and "Teaching Literature in the Foreign Language Classroom: Where Have We Been and Where Do We competency profiles. It goes on to present an overview of the teaching professions, including general educator, child care worker, special educator, teacher aide, educational assistant, sport and physical education instructor and coach, education administrator, career-technical teacher, and teacher professional. Finally, it reviews: orientation to the teaching professions, subject matter knowledge, understanding the learner, communication skills, planning instruction, teaching strategies, learning environment, assessing teaching and learning, school/society relationships, technology skills, and professional development. (SM)

ED 458 212 SP 040 500

Hebert, Elizabeth A.
The Power of Portfolios: What Children Can Teach Us about Learning and Assessment. The Jossey-Bass Education Series.
PUB DATE- 01
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; Evaluation Methods; Faculty Development; *Portfolio Assessment; Self Evaluation (Individuals); *Student Evaluation; Student Participation

This book offers an approach for using portfolios with elementary level students and shows how the portfolio process can serve as a powerful motivational tool by encouraging students to assess their own work, set goals, and take responsibility for future learning. Throughout the book, there are stories that illuminate the lessons learned by students, teachers, and the principal at a school in Winnetka, Illinois, that has used portfolios for more than a decade. The 11 lessons provide vignettes of school life: (1) "Children Can Assess Their Own Learning"; (2) "Children Learn All the Time"; (3) "Teachers Learn All the Time, Too"; (4) "Getting Clear on Portfolio Purpose, Ownership, and Content"; (5) "Portfolios Encourage Children to Think about Their Learning"; (6) "Portfolios Respond to the Individual Needs of Students"; (7) "Designating a Space and Place for Gathering Memories"; (8) "A Celebration Connects Child, Portfolio, and Audience"; (9) "Teaching Parents How to Be Part of the Portfolio Conference"; (10) "Listening for Children's Meaning"; and (11) "Creating a Language for Portfolios." An appendix presents the philosophy of the Winnetka, Illinois, public schools. (Contains 68 references.) (SM)

ED 458 213 TM 032 843

Rudner, Lawrence M.; Schafer, William D.
Reliability. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; Educational Assessment; Elementary Secondary Education; Information Dissemination; *Literacy; Performance Based Assessment; *Performance Factors; *Profiles; *Research Reports; *Student Evaluation; User Needs (Information)
IDENTIFIERS- *Authentic Assessment

This book describes students' accumulation of literacy and enables teachers to assess students independently of standardized tests. The "Profiles" includes scales and reporting formats, sample materials, guidelines for assessment, and norms. Reporting software issued separately complements this book. The chapters are: (1) "What Is a Profile?"; (2) "The Use and Development of Profiles"; (3) "Effective Literacy Practices in Classrooms: Monitoring and Assessment as Part of Teaching and Learning"; (4) "Getting Started"; (5) "Reading Profile Records"; (6) "Writing Profile Records"; (7) "Speaking and Listening Profile Records"; (8) "Recording and Reporting with Profiles"; (9) "The Reading Classroom"; and (10) "Establishing Normative Data on Teacher Judgment." Appendixes contain nutshell statements for profiles, band levels, and blackline masters for the assessment system. (Contains 17 references.) (SLD)

ED 458 233   TM 033 394

Pellegrino, James W., Ed.; Chudowsky, Naomi, Ed.; Glaser, Robert, Ed.
Knowing What Students Know: The Science and Design of Educational Assessment.
PUB DATE- 01
NOTE- 379p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Knowledge Level; Learning; *Student Evaluation; *Test Construction; *Validity

This book explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment what students know and how well they know it as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are given to illustrate the principles. Implications for policy, practice, and research are also explored. The chapters are: (1) "Rethinking the Foundations of Assessment"; (2) "The Nature of Assessment and Reasoning from Evidence"; (3) "Advances in the Sciences of Thinking and Learning"; (4) "Contributions of Measurement and Statistical Modeling to Assessment"; (5) "Implications of the New Foundations for Assessment Design"; (6) "Assessment in Practice"; (7) "Information Technologies: Opportunities for Advancing Educational Assessment"; and (8) "Implications and Recommendations for Research, Policy, and Practice." An appendix contains biographical sketches of contributors. (Contains 542 references.) (SLD)

ED 458 234   TM 033 395

journal "Practical Assessment, Research & Evaluation" during 2000-2001: (1) "Advantages of Hierarchical Linear Modeling" (Jason W. Osborne); (2) "Prediction in Multiple Regression" (Jason W. Osborne); (3) Scoring Rubrics: What, When, and How?" (Barbara M. Moskal); (4) "Organizational Issues Related to Portfolio Assessment Implementation in the Classroom" (Renee Forgette-Giroux and Marielle Simon); (5) "Summarizing Change in Test Scores: Shortcomings of Three Common Methods" (Michael Russell); (6) "Using Expected Growth Size To Summarize Test Score Changes" (Michael Russell); (7) "Using Critical Thinking To Conduct Effective Searches of Online Resources" (Sarah K. Brem and Andrea J. Boyes); (8) "Fundamental Assessment Principles for Teachers and School Administrators" (James H. McMillan); (9) "A Framework for Developing an Effective Instructional Program for Limited English Proficient Students with Limited Formal Schooling" (Angelo Alcala); (10) "Scoring Rubric Development: Validity and Reliability" (Barbara M. Moskal and Jon A. Leyden); (11) "Assessments and Accountability" (CondensedVerstion) (Robert L. Linn); (12) "Self-ReportedGPA and SAT: A Methodological Note (Jerrell C. Cassady); (13) "Using State Standards and Tests To Improve Instruction" (Christopher Tienken and Michael Wilson); (14) "Computing the Expected Proportions of Misclassified Examinees" (Lawrence M. Rudner); (15) "Replication in Field Research" (Willoiam D. Schafer); (16) "Profile Analysis: Multidimensional Scaling Approach" (Cody S. Ding); (17) "An Overview of Content Analysis" (Steve Stemler); (18) "A Rubic for Scoring Postsecondary Academic Skills" (Marielle Simon and Renee Forgette-Giroux); (19) "Conducting Web-based Surveys" (David J. Solomon); (20) "The Stability of Undergraduate Students' Cognitive Test Anxiety Levels" (Jerrell C. Cassady); (21) "Alignment of Standards and Assessments as an Accountability Criterion" (Paul M. La Marca); and (22) "A Confirmatory Analysis of the Wechsler Adult Intelligence Scale-Third Edition: Is the Verbal/Performance Discrepancy Justified?" (Gordon E. Tabu). (SLD)

ED 458 255 TM 033 418

Lichtenberger, Elizabeth O.; Kaufman, Alan S.; Lai, Zona C.
Essentials of WMS R -III Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 02
NOTE- 271p.; Foreword by Joseph J. Ryan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Cognitive Tests; *Evaluation Methods; *Memory; Mental Health Workers; Student Evaluation; *Test Use
IDENTIFIERS- *Wechsler Memory Scale

The Wechsler Memory Scale R (WMS-III) is a widely used measure of memory functioning that is useful in the assessment of individuals with dementia, traumatic brain injury, and substance abuse problems, among others. This book is designed to help mental health professionals acquire the knowledge and skills to use the WMS-III. The chapters are: (1) "Overview"; (2) "Who To Administer the WMS-III"; (3) "How To Score the WMS-III"; (4) "How To Interpret the WMS-III"; (5) "Strengths and Weaknesses of the WMS-III"; (6) "Clinical Applications of the WMS-III"; and (7) "Illustrative Case Reports." One appendix contains an administrative checklist for the WMS-III, and the and 12 references.) (SLD)

ED 458 275 TM 033 438

Blank, Rolf K.; Porter, Andrew; Smithson, John
New Tools for Analyzing Teaching, Curriculum and Standards in Mathematics & Science. Results from Survey of Enacted Curriculum Project. Final Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 92p.; Cover title varies slightly. Also completed by an eleven state collaborative. Charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum; *Educational Change; Elementary Secondary Education; *Mathematics; *Research Methodology; Sciences; *Standards; State Programs; *Surveys
IDENTIFIERS- Reform Efforts; Self Report Measures

The Council of Chief State School Officers has completed a 2-year project to develop and test Surveys of Enacted Curriculum in Mathematics and Science. This final report describes advances in survey methods and analyses of enacted curriculum data, highlights central findings of the research, and presents applications of the survey and data tools. The Surveys of Enacted Curriculum project was designed to address broad questions about standards-based reform by testing a survey approach to analyzing the enacted curriculum in mathematics and science. More than 600 teachers across the 11 participating states completed self-report surveys about the subject content they taught and the instructional practices they used in their classes. This final report highlights four primary results from the study. The Surveys of Enacted Curriculum provided educators and researchers with reliable, comparable data on the curriculum, establishing that this approach yielded efficient and reliable data collection. The second major result is that the surveys used an advanced methodology that improved on previous approaches, especially because of the use of a two-dimensional matrix that showed the intersection of content topic and expectations for learning. The study also produced findings on state initiatives and developed tools for data reporting that were aimed toward teachers and administrators. A final major finding is that the alignment analyses have important applications for teachers and policymakers attempting to improve their practices. Several study products were produced in addition to this report; the surveys themselves are available from the Council of Chief State School Officers on CD-ROM. Appendixes contain descriptive data on participants in the 1999 survey of Enacted Curriculum, information on state initiatives, standards, and assessments, and an analysis guide. (Contains 21 charts, 8 tables, and 40 references.) (SLD)

ED 458 276 TM 033 440

Weinberger, Elizabeth; McCombs, Barbara L.
The Impact of Learner-Centered Practices on the Academic and Non-Academic Outcomes of Upper Elementary and Middle School Students.
PUB DATE- 01
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Testing Programs
IDENTIFIERS- *Tennessee Value Added Assessment System; Value Added Model

This paper examines the validity of measures of teacher effectiveness from the Tennessee Value Added Assessment System (TVAAS). It considers the following claims regarding teacher effects: (1) they capture teachers' unique contributions to student learning adequately; (2) they reflect adequate standards of excellence for comparing teachers; (3) they provide useful diagnostic information to guide instructional practice; and (4) student test scores capture desired outcomes of teaching adequately. Previous analyses of the TVAAS model and simulation studies highlight potential weaknesses in the system and identify gaps in the current record of empirical evidence bearing on its validity. (Contains 2 figures and 13 references.) (Author/SLD)

ED 458 296 TM 033 472

Kelly, P. Adam
Computerized Scoring of Essays for Analytical Writing Assessments: Evaluating Score Validity.
SPONS. AGENCY- Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
PUB DATE- 01
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Elementary Secondary Education; *Essays; Higher Education; Scores; *Scoring; *Test Scoring Machines; *Validity; *Writing Evaluation
IDENTIFIERS- *Analytical Writing

The purpose of this research was to establish, within the constraints of the methods presented, whether the computer is capable of scoring essays in much the same way that human experts rate essays. The investigation attempted to establish what was actually going on within the computer and within the mind of the rater and to describe the degree to which these processes equated. Revealing this parallelism depended on the careful assessment of the "intrinsic" aspects of validity as proposed by S. Messick (1995) of computerized essay scores. The focus was "e-rater" (TM), a computer-based essay scoring system developed by the Educational Testing Service. The study used 1,794 existing Graduate Record Examination Writing Assessment essays written and scored during recent test administration. Factor analysis and the advice of expert raters were used to guide the deconstruction of essay scoring models into subscore models corresponding to writing characteristics within the essay. The writing characteristics identified in this process were used as the basis for developing characteristic-specific scoring rubrics to be used by expert raters. Fresh essay samples were scored by expert rates, both holistically and characteristic-by-characteristic. The same essay samples were assigned both holistic scores and character-wise subscores by the computer scoring models. The degree of convergent validity of scores was evidenced by the proportion of agreement and strength of pairwise correlation among scores and subscores. The statistics derived in this study suggest that simpler e-rater models might do just as well at agreeing with the scores of expert rates, although the proportion of total variance in

Rowton-Lee); "Youth and Violence on Local Television News in California" (Lori Dorfman, et al.); "The Impact of Children Witnessing Violence" (Jane F. Knapp); "Profile of a Bully: Who Would Do Such a Thing?" (Arthur M. Horne and Robert Socherman); "Precursors and Consequences of Membership in Youth Gangs" (Richard L. Dukes, Ruben O. Martinez, and Judith A. Stein); "Nine Critical Elements of Promising Violence Prevention Programs" (Linda Dusenbury, et al.); "Suicide Contagion and the Reporting of Suicide: Recommendations from a National Workshop" (Patrick W. O'Carroll and Lloyd B. Potter); and "Conflict Resolution as Peer Mediation: Programs for Elementary, Middle, and High School Students" (Helen S. Lupton-Smith, et al.). (Papers contain references.) (SM)

ED 458 317   UD 034 526

McCay, ElizaBeth, Ed.
Moving beyond Retention and Social Promotion. Hot Topics Series.
PUB DATE- 01
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Black Students; College School Cooperation; Dropouts; Educational Policy; Educational Research; Elementary Secondary Education; *Grade Repetition; Higher Education; Inner City; Learning Disabilities; Males; Partnerships in Education; Reading Skills; School Readiness; *Social Promotion; Student Characteristics; Summer Schools; Tutoring; Urban Schools; Year Round Schools
IDENTIFIERS- African Americans; Looping (Teachers)

This collection of papers examines prior and current research and policy on grade repetition and social promotion. Papers include: "Where Is Lake Wobegon, Anyway? The Controversy Surrounding Social Promotion" (Richard Rothstein); "Student Retention: Why Is There a Gap between the Majority of Research Findings and School Practice?" (C. Kenneth Tanner and Susan Allan Galis); "Grade Retention and School Dropout: Investigating the Association" (Melissa Roderick); "School Readiness: The Need for a Paradigm Shift" (Martha P. Carlton and Adam Winsler); "Research vs. Practice: Kindergarten Retention and Student Readiness for First Grade" (Betty B. Peel); "Characteristics of Students Retained in Grade" (Jack Frymier); "Variables Contributing to Grade Retention among African American Adolescent Males" (Laxley W. Rodney, et al.); "Retention vs. Social Promotion" (Donna Harrington-Lueker); "Ending Social Promotion: Results from the First Two Years" (Melissa Roderick et al.); "Alternatives to Grade Retention" (Linda Darling-Hammond); "Summer Schools: Rx for Low Performance?" (Chris Pipho); "Year-Round Schools: Do They Improve Academic Performance?" (Richard L. Worsnop); "Looping: Adding Time, Strengthening Relationships" (Daniel L. Burke); "Inner-City Partnerships" (Rhea H. Kirk); and "Effects of Eighth-Grade Transition Programs on High School Retention and Experiences" (Julia B. Smith). (Papers contain references.) (SM)

ED 458 318   UD 034 528

O'Hare, William
Disconnected Kids: Children without a Phone at Home. Kids Count Snapshot.
PUB DATE- 01
NOTE- 9p.

importance of providing high quality teachers. It suggests that even well-trained teachers need manageable classes and notes that many high-achieving students from all racial and ethnic groups can benefit from extensive formal and informal supplementary educational opportunities. Factors outside school, including household income and parents' education, can predict school success. Low-income and minority parents need to be empowered to participate in their children's education. Curbing television viewing time can also help students succeed. In one Texas district, test scores for minority students have soared, mainly due to the district's refusal to accept excuses for differential achievement. The district offers preschools emphasizing English and oral language skills, separate schools for 9th graders, routine intervention for needy students, teacher training, student support, and challenging curriculum. Heavy emphasis is placed on preparation for state tests. (SM)

ED 458 338 UD 034 558

The School as "The Beat": Law Enforcement Officers in Schools.
Center.Link Research Bulletin, Volume 1, Number 3.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency Prevention; Elementary Secondary Education; *Law Enforcement; *Police; *School Community Relationship; School Safety; Violence

Assigning law enforcement officers to cover schools full-time as their beats proactively addresses concerns about juvenile crime and violence. The Center for the Prevention of School Violence trains School Resource Officers (SROs) and implements and evaluates SRO programs. In 1996, it developed a profile of officers serving North Carolina schools, using a questionnaire mailed to SROs and to law enforcement officers attending a 1997 National Association of School Resource Officers conference. About 48 percent of the respondents were city police officers, and 45 percent were sheriffs' deputies. Respondents were 74 percent white and 22 percent African American. They had wide-ranging experience in law enforcement. Most officers had attended training specifically to prepare them to be SROs. Just over half were responsible for only one school, and most covered high schools or middle schools. Nearly 80 percent worked in open-ended assignments. Officers spent about half of their time on law enforcement duties, 30 percent of their time on law-related counseling, and 20 percent of their time on law-related education teaching. Most performed the typical duty of inspecting their schools to improve physical security. Officers participated in numerous school activities. (SM)

ED 458 339 UD 034 559

Students against Violence Everywhere: A National Profile.
PUB DATE- 01
NOTE- 20p.; Research supported by Chevrolet.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency Prevention; Elementary Secondary Education; Law Enforcement; Police; *School Community Relationship; *School Safety; Student Participation; Violence
IDENTIFIERS- Risk Reduction

The Center for Prevention of School Violence, the national

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Science Instruction; Teacher Education; *Technology Integration; World Wide Web
IDENTIFIERS- *Technology Utilization; Web Based Instruction

This document contains the following papers on science from the SITE (Society for Information Technology & Teacher Education) 2001 conference: (1) "Using a Computer Simulation before Dissection To Help Students Learn Anatomy" (Joseph Paul Akpan and Thomas Andre); (2) "EARTH2CLASS: A Unique Workshop/On-Line/Distance-Learning Teacher Training Project" (Cristiana Assumpcao and others); (3) "Using Technology To Help Strike a Blow for Education and the Environment--A Case Study in 'Real World' Preservice Teacher Education" (Candy Beal); (4) "Teacher's Stages of Development in Using Visualization Tools for Inquiry-Based Science: The Case of Project VISM" (Michael T. Charles and Robert A. Kolvoord); (5) "Teacher Created Virtual Field Trips" (Kenneth F. Clark and others); (6) "The Quest for Scientific Inquiry: A Document Analysis of Quest Projects" (Gregory A. Coverdale); (7) "Science Investigations: Onsite--Online--On the Mark!" (Marianne K. Dove and Joyce A. Zikovich); (8) "Problem-Solving-Based Model of WBI" (Tianguang Gao); (9) "Sustainable Environmental Education for Brasilian Teachers" (Lenise Aparecida Martins Garcia and Doris Santos de Faria); (10) "Helping Teachers and Students Use Advanced Technology in Teaching High School Science: A Preliminary Feasibility Study of the Use of a WWW-Controlled Atomic Force Microscope in High School Science" (Thomas Andre and others); (11) "The Internet Science Education Environment (ROL)" (Zdena Lustigova and Stanislav Zelenda); (12) "Meeting the Need for Technology Integration: Math, Science and Technology Integration for Pre-Service Teachers" (Skip Marshall and others); (13) "Aiming a Better Understanding in Science Courses through Mathematical Reasoning" (Simon Mochon); (14) "Revolution in Hand: Handheld Computers in the Science Classroom" (Beverly Ray and others); (15) "Mining for Problem-Solving Styles in a Virtual World" (Brian M. Slator and others); (16) "Integrating Mathematics, Science, and Technology Goals: An Interdisciplinary Approach" (Scott W. Slough and others); (17) "The Design of Instructional Technology To Help Students Connect Phenomena to Scientific Principles" (Jerry P. Suits); and (18) "Life and Death of the Lymphocytes: A Didactic-Pedagogic Game for Teaching Immunogenetics" (Gerlinde Agate Platais Brasil Teixeira). Most papers contain references. (MES)

ED 457 838 IR 020 908

Seymour, Cathy R., Ed.
Simulation. SITE 2001 Section .
PUB DATE- 01
NOTE- 13p.; In: Proceedings of Society for Information Technology & Teacher Education International Conference (12th, Orlando, Florida, March 5-10, 2001); see IR 020 890. Figures may contain very small and illegible font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Lesson Plans; Teacher Education; Technology Integration; World Wide Web

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Stories include: Taliban update/tribal troubles, U.S. officials report progress in the financial war on terrorism, the U.S. condemns the latest attack of terrorism in India and tensions between India and Pakistan fuel an already volatile situation, President Bush outlines the framework for an economic stimulus plan, and the war against terrorism renews old alliances and establishes new ones (October 1-5); the U.S. and Great Britain attack Afghanistan, Pakistan reacts to the U.S. attacks against Afghanistan and Tom Ridge is sworn in as the U.S. Director of Homeland Security, two cases of anthrax are reported in Florida and the biotech industry steps up its efforts in the defense against bioterrorism, the U.S. continues its attack on Afghanistan and international aid agencies question the U.S.'s humanitarian airdrops in Afghanistan, and President Bush says the U.S. is making substantial progress in the war against terrorism (October 8-12); talk of bioterrorism has Americans on edge as the anthrax investigation continues, British and Palestinian leaders meet to talk about the Middle East, the Justice Department releases information about the anthrax letters, U.S. authorities pursue clues as the circle of anthrax exposure widens, and the APEC summit takes place (October 15-19); relations between the U.S. and Russia have changed since the Soviet-Afghan War, two deaths in Washington, DC may be anthrax-related, the anthrax investigation in the U.S. capital expands, the U.S. House passes a $100 billion economic stimulus package, and defense measures are being taken to deter against any future anthrax threats (October 22-26); "Ground Zero" is the site of a public memorial service, President Bush conducts the first formal meeting of the Homeland Security Council, and U.S. authorities warn Americans to be on high alert (October 29-31). (AEF)

ED 457 858 IR 021 019

Barnett, Harvey
Successful K-12 Technology Planning: Ten Essential Elements. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Educational Finance; *Educational Planning; *Educational Technology; *Elementary Secondary Education; Professional Development; Strategic Planning
IDENTIFIERS- ERIC Digests; *Technology Integration; *Technology Plans

Over the last 20 years, K-12 schools have spent millions of

Shields, Jennifer A.
Follow-Up Survey of PVCC Graduates of the Class of 1999-2000.
Research Report.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; College Outcomes Assessment; Community Colleges; *Employment; *Graduate Surveys; Institutional Evaluation; *Outcomes of Education; Participant Satisfaction; *Student Attitudes; Student Characteristics; Student College Relationship; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

Piedmont Virginia Community College (PVCC) surveyed its 1999-2000 graduates in the winter of 2001 to determine how satisfied they were with their PVCC experience, what jobs they had obtained, which schools they were attending, how much they earned, and what impact PVCC had upon their careers and education. Of the 277 graduates contacted, 133 returned completed surveys (response rate 48%). Results indicated that: (1) 98% were satisfied with the quality of services provided by PVCC; (2) 98% of respondents were satisfied with the overall quality of their academic program; (3) 34% were enrolled in a postsecondary institution at the time of the survey; (4) enrolled respondents earned a mean grade point average of 3.5 at their respective colleges; (5) more than nine out of 10 respondents (94%) felt that the level of academic preparation they received at PVCC was either excellent or good; (6) 90% indicated that the credits they earned at PVCC transferred easily to the four-year institution; (7) 76% were employed at the time of the survey, two-thirds of whom worked full time; and (8) the average annual salary earned by employed respondents was $16,795-on average, respondents estimated that their salaries would have been $7,394 lower if they had not attended PVCC. Appended are the survey instrument and graduate comments. (EMH)

ED 457 877 JC 010 622

Shields, Jennifer A.
Employer Survey Results for the PVCC Graduating Class of 1998-99.
Research Report.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; *Employer Attitudes; Employers; Employment Qualifications; General Education; *Institutional Evaluation; Job Analysis; *Job Performance; Job Skills; Performance Factors; *Personnel Evaluation; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

During the fall of 2000, the Office of Institutional Research surveyed employers of the 1998-1999 Piedmont Virginia Community College (PVCC) graduates. The purpose of the survey was to evaluate employer satisfaction with the job performance and general skills of PVCC graduates, as well as the effectiveness

prerequisites of over 200 bachelors degree programs. The report contains 16 attachments, including organizational structure and job descriptions, a 3-year budget, and high school credit course offerings. (NB)

ED 457 897 JC 010 648

Stocker, Bradford R.
The Choice Not To Use Computers: A Case Study of Community College Faculty Who Do Not Use Computers in Teaching.
PUB DATE- 99
NOTE- 206p.; Doctoral Dissertation, Florida International University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Aesthetic Values; Community Colleges; Computer Oriented Programs; *Computer Uses in Education; Conflict; Educational Innovation; Educational Technology; *Ideology; Psychological Characteristics; *Resistance to Change; *Teacher Attitudes; *Traditionalism; Two Year Colleges; Values
IDENTIFIERS- *Miami Dade Community College FL

This dissertation studies the motives of community college faculty who decide not to use computers in teaching. For the purpose of the study, non-adoption of computers in teaching is defined as not using computers for more than word processing. In spite of the fact that many of the environmental blocks that inhibit the use of computers have been eliminated at many institutions, many faculty do not use computers. This investigation was conducted at Miami-Dade Community College (MDCC) through a series of in-depth phenomenological interviews. College-wide, MDCC has 47,464 students with a mean age of 27. There are 672 full-time faculty. During the 1997-98 academic year, MDCC offered college personnel 388 workshops, of which 72% offered training in technology while 28% were non-technology based. There were 3,656 participants, with 52% taking technology-based workshops, and 48% taking non-technology workshops. Overall, educators were not concerned that computers will replace them. They were, however, concerned that computers might negatively affect student-teacher relationships. Also, computer use required significant changes in values, beliefs, and consequent behaviors. The participants in the study were not willing to make these changes without evidence that the change was worth the sacrifice. Appended are a composite picture of adopter categories, a statement of faculty excellence at Miami-Dade Community College, an informed consent form, an interview guide, a sample page of transcription, and the author's vita. (Contains 84 references.) (NB)

ED 457 898 JC 010 649

Bryant, Alyssa N.
Community College Students: Recent Findings and Trends.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; *Educational Change; *Educational Trends; Employment; *Enrollment; *Enrollment Projections; Futures (of Society);

Persistence of Recent High School Graduates at City College of San Francisco.

PUB DATE- 01

NOTE- 15p.; For the second report on high school graduates, see ED 455 889.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Community Colleges; English (Second Language); Enrollment; *Enrollment Trends; Grade Point Average; *High School Graduates; Mathematics Education; *Student Characteristics; Student Placement; Two Year Colleges

IDENTIFIERS- City College of San Francisco CA; San Francisco Unified School District CA

This document discusses the third report on high school graduates attending the City College of San Francisco (CCSF), focusing on students between fall 2000 and spring 2001. Report highlights include: (1) 53% of San Francisco Unified School District (SFUSD) students placed into college-level English courses--higher than previous years for SFUSD students but lower than other students in general; (2) 15% of SFUSD students placed into college-level mathematics courses--higher than previous reports have found but equivalent to other students in general; (3) of SFUSD English-as-a-Second-Language (ESL) students, 11% placed into college-level ESL courses, a lower percentage than years before; (4) current SFUSD students took a heavier load of units (10.37 versus 10.17) compared with previous years, yet a lower GPA was found (average of 2.16 versus 2.19); (5) differences narrowed between SFUSD and other students, with percent of units passed being virtually the same; (6) the performance of SFUSD students and private San Francisco high school students was equivalent; (7) when examining the persistence of performance from fall to spring, data showed that 80% of SFUSD students re-enrolled, equivalent to previous years; and (8) SFUSD students had higher GPAs and percentage of units passed than students from private SF high schools. (CJW)

ED 457 918 JC 010 675

Minkler, James E.

The Efficacy of Learning Communities at Two Community Colleges.

PUB DATE- 00

NOTE- 215p.; Doctoral Dissertation, University of Idaho.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Community Colleges; Comparative Analysis; *Cooperative Learning; *Learning Centers (Classroom); Learning Strategies; *Student Attitudes; Teaching Methods; Two Year Colleges

IDENTIFIERS- *Learning Communities; *Spokane Falls Community College WA

This study examined learning communities at two community colleges, North Idaho College (NIC) and Spokane Falls Community College (SFCC) (Washington). Recent emphasis on learning outcomes and transforming the curriculum to be more learning centered has often come into direct conflict with operating under tight budget constraints. Learning communities have been shown to be more costly than stand-alone classes at one of these community colleges. This study analyzed the effectiveness of learning communities versus stand-alone courses taught by the same instructor. Final grades and withdrawal rates were compared in the two types of curricular design (n=3,290). Using paired samples t-tests, no significant difference was found instruction. The 50% law specifies that districts should compute their compliance rates by dividing instructor salaries by current educational expenses. Instructor salaries should be calculated by using the salaries and fringe benefits of instructors and instructional aids. The figure should be reduced for time instructors spend in non-instructional positions, such as department chairs. Current educational expenses are total expenditures reduced by exclusions outlined in the law. In general, districts overreported their compliance rate in two ways: (1) by including administrative salaries and benefits in instructor salaries; and (2) by excluding normal operating expenses from current educational expenses. The report concludes that ineffective oversight by the Chancellor's Office allows districts to misreport their compliance rates. The report includes responses from school districts that fell below the 50% threshold, along with the auditor's response to their comments. The report estimates that the six districts that fell short spent $10 million too little on instructor salaries. (NB)

ED 457 938   JC 010 697

Leftwich, Philip Robbins
Transformational Leadership at the Department Chair Level in North Carolina Community Colleges.
PUB DATE- 01
NOTE- 132p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Administrator Evaluation; Administrators; College Faculty; *Community Colleges; *Department Heads; Instructional Leadership; *Leadership; Leadership Effectiveness; *Leadership Qualities; Leadership Styles; *Surveys; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

North Carolina's community colleges recently went through a reengineering process and a conversion from a quarter to a semester system--the result of several studies as well as a mandate by the North Carolina State Legislature. With these changes came review, restructuring, and a degree of standardization of all curriculum programs. Department chairs had significant responsibility for the changes. This study examines the transformational leadership behaviors of exceptional department chairs in North Carolina community colleges during this period of change, while determining the level of agreement between the department chair and his or her faculty members as to the chair's leadership style. Each of the state's 58 community colleges was invited to nominate one or two department chairs for the study. The population for the study consisted of 32 department chairs, identified by administrators as being exceptional leaders, from 26 colleges. Results indicated that department chairs who lead significant change: (1) are perceived as being highly ethical; (2) possess good people skills and use them to influence and empower faculty; (3) are good implementers of change; (4) have confidence in their leadership abilities; (5) develop individual relationships with their faculty members in order to carry out the work of the department; and (6) pay particular attention to the organizational dynamics that can affect leadership. (Contains 23 tables, 4 figures, and 62 references.) (NB)

Ebbeck, Fred
Quality Is Culture-Bound.
PUB DATE- 01
NOTE- 8p.; Paper presented at the World Congress on Early Childhood Education-OMEP (23rd, Santiago, Chile, July 31-August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Case Studies; Cultural Differences; *Cultural Relevance; Developing Nations; *Early Childhood Education; *Educational Opportunities; *Educational Quality; Foreign Countries; Research Problems; *Young Children
IDENTIFIERS- Burundi; *Indicators

Presenting a case study of the African nation of Burundi to illustrate the great variation in the environment in which children are raised in developing and developed nations, this paper focuses on the importance of considering the context of a particular culture and society when educators talk about the quality of early childhood services. Burundi is described as a nation in which over 90 percent of children and families live in rural villages and in which the many years of wars and genocide have ruined family and social life. Poverty and disease are common in this population. The primary school enrollment has dropped to under 30 percent. Schooling is very formal, with large classes, and early schooling is seen as a place to keep children off the streets. The paper's discussion focuses on the lack of applicability to Burundi of many findings regarding the quality of early childhood services in the United States. The paper maintains that first steps toward quality must relate to the health and social well-being of children and their caregivers. The paper asserts that it is not appropriate to transplant quality indicators into other nations and cultures without considerable modification, and suggests that for many countries the focus should be on the psychosocial self rather than cognitive development. Possible indicators of quality are suggested. The paper maintains that the 10 quality areas developed by Australia's National Child Care Accreditation Council could form a basis for developing quality indicators that could be adapted to most cultures and situations: (1) relationships with children; (2) respect for children; (3) partnership with families; (4) staff interaction; (5) planning and evaluation; (6) learning and development; (7) protective care; (8) health; (9) safety; and (10) management to support quality. (KB)

ED 457 959   PS 029 717

Ebbeck, Marjory
Diversity in Early Childhood Services in Australia.
PUB DATE- 01
NOTE- 7p.; Paper presented at the World Congress on Early Childhood Education-OMEP (23rd, Santiago, Chile, July 31-August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Differences; *Early Childhood Education; Educational Attitudes; *Educational Objectives; Ethnic Groups; Foreign Countries; *Immigrants; *Parent

programmatic and administrative needs of and opportunities for community schools in Illinois and to develop a funding framework and statewide strategic plan; (2) create a center for academics, policymakers, educators, human service providers, families, and advocates to advance knowledge about community schools and support statewide efforts; and (3) establish the Kids Share Endowment to fund community collaborations focused on the healthy development, of children, youth, families, and communities. A list of community school resources is appended. (Contains 24 endnotes.) (KB)

ED 457 977 PS 029 816

Haagensli, Anne Berte
What's New in the Children's Corner in OF (Oslo Fengsel Prison)?
PUB DATE- 01
NOTE- 19p.; Paper presented at the World Congress on Early Childhood Education-OMEP (23rd, Santiago, Chile, July 31-August 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correctional Institutions; Facility Improvement; Fathers; Foreign Countries; *Parent Child Relationship; Prisoners
IDENTIFIERS- *Incarcerated Parents; *Norway (Oslo); Prison Visitation

This paper examines two themes pertaining to children of incarcerated parents in Norway. The first is the visiting room of a Norwegian prison. The paper briefly describes conditions in and provides photographs of the children's corner of the visiting room at Norway's Oslo Fengsel Prison. The corner was established in 1998 with toys and fresh paint to facilitate children's visits with their fathers, but recent visits revealed a lack of care by prison officials for the area. The second is "Families in Trouble, What Do We Tell the Children? And What Is Right To Say?" The paper briefly describes a workshop and prison project to help children and fathers cope with parental imprisonment. (EV)

ED 457 978 PS 029 818

Sumsion, Jennifer; Patterson, Catherine
Collaborative Learning On-Line: Overcoming the Tyranny of Distance.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *Distance Education; Early Childhood Education; Internet; *Preservice Teacher Education; Student Attitudes; Student Projects; Student Research; Teacher Researchers

This study explored first-year distance education students' experiences in an innovative early childhood "Teachers as Researchers" class that required a collaborative student research project. Distance education students comprised about 25 percent of the total class, and requirements for on-site and distance students were kept as similar as possible. Study data consisted of: (1) Student Evaluation of Teaching (SETS) questionnaires administered centrally by the university and successful lead hazard control strategy: (1) act before children are poisoned; (2) identify and care for lead-poisoned children; (3) conduct research; and (4) measure progress and refine lead poisoning prevention strategies. The report concludes with a list of resources. Appended is information on the methodology used to project numbers of lead poisoned children and trends in the American housing stock. (Contains 31 endnotes and 63 other references.) (KB)

ED 457 998 PS 029 841

Mullady, Mary Ann
A Review of the Literature Regarding the Developmental View of Early School Failure and Its Lack of Supporting Empirical Evidence.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Failure; Child Development; Definitions; Early Childhood Education; *High Risk Students; *Learning Readiness; Literature Reviews; *School Readiness; Screening Tests; Theories; Transitional Programs; *Young Children

While some educators have attributed early school failure to improper grade placement and thus advocate grade placement according to developmental age, others believe that early school failure is due to the lack of academic preparation for young children by their parents or by preschools. This paper examines related literature for empirical evidence to support the developmental view of early school failure, exploring the history of developmental education as applied to school readiness and the use and effectiveness of developmental screening. The paper argues that research on developmental placement is not completely credible for three reasons. First, ambiguity in the definition of readiness used by researchers and educators reveals two different constructs of readiness: learning readiness, accepted by child development theorists, and school readiness, more focused on academic skills. Second, school districts with developmental transition programs in place fail to conduct meaningful longitudinal studies. Third, the validity of assessment tools for developmental age has been questioned. The paper concludes by asserting that more consistent and meaningful research is needed in connection with developmental placement and school readiness. (Contains 18 references.) (KB)

ED 457 999 PS 029 842

Chambers, Bette; Chamberlain, Anne; Hurley, Eric A.; Slavin, Robert E.
Curiosity Corner: Enhancing Preschoolers' Language Abilities through Comprehensive Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; New Jersey State Dept. of Education, Trenton.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

violence, prostitution and trafficking in girls, and state-perpetrated violence against girls. This part concludes with recommendations related to each of the problems discussed. Part 3 provides a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Turkey, including those related to difficulties in implementation the Convention; civil rights and freedoms; family environment and alternative care; basic health and welfare; education, leisure, and cultural activities; and special protection measures. (KB)

ED 458 017 PS 029 863

Shelley-Sireci, Lynn M.; Ciano-Boyce, Claudia; Deramo, Marianne
Future Teachers' Attitudes toward Gay and Lesbian Parenting.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (32nd, Kerhonkson, NY, October 24-26, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption; Age Differences; College Students; Higher Education; *Homophobia; *Homosexuality; *Parents; *Preservice Teachers; Social Bias; *Student Attitudes
IDENTIFIERS- *Homosexual Parents

Noting current estimates that between 4 and 14 million children have lesbian or gay parents and recent research suggesting that most college students are homophobic, this study examined college students' homophobia and attitudes toward adoption. Participating in the study were 96 heterosexual undergraduate education majors at a state college who completed a questionnaire examining homophobia as well as attitudes toward adoption and tendencies toward socially desirable responding. Participants also read a case study vignette describing either a heterosexual or a homosexual couple interested in adopting and responded to questions about the couple. Findings indicated that the average score of education majors was in the moderate to mild range on the Index of Homophobia, with 77 percent of students classified as non-homophobic and 23 percent classified as low-grade homophobic. Older students were less homophobic than younger. Homophobia did not correlate with number of gay friends or family or to religiosity. Education majors did not differ from 191 non-education majors from the same institution on homophobia, attitudes toward adoption, social desirability, or attitudes toward gay/lesbian parenting. They generally supported adoption and had fairly positive attitudes toward gay/lesbian parenting. On the questions regarding the vignette, subjects rated heterosexual parents as creating the least dangerous home environment. Greater concern was shown when parents in the vignette were gay than when they were heterosexual. Subjects were most likely to recommend placement in the home of a heterosexual couple and least likely with a gay/lesbian couple, even when controlling for homophobic attitudes. The future teachers were unlikely to attribute childhood problems to their parents' sexual orientation. (Contains 17 references.) (Author/KB)

ED 458 018 PS 029 865

Mirabelli, Alan
The Fence at the Edge of the Cliff: Approaching Family Policy in North America. Perspectives.
PUB DATE- 96

issue focuses on child health, especially on assisting staff and families in making referrals to the Healthy Families and Medi-Cal programs. The issue also focuses on how Head Start and other child care and development programs work together to develop full-day/full-year program options for families who need them. Included in this issue are articles on: collaboration/fiscal strategies, programs providing child health care, building a child care mental health consultant service, descriptions of Head Start-child care partnerships, and support for single parents and their children. Each issue includes Web sites for relevant resources. (KB)

ED 458 036 PS 029 890

Zito, Michael, Ed.
Bridges, 2000.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.; California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 00
NOTE- 38p.; One issue published in 2000. For 1999 issues, see PS 029 889. For 2001 issue, see PS 029 891.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Behavior Problems; Childhood Needs; Emotional Adjustment; Infants; *Intervention; *Mental Health; *Partnerships in Education; *Preschool Children; Preschool Education; Social Adjustment
IDENTIFIERS- *Project Head Start

This document is comprised of the one issue in volume 5 of "Bridges," a publication produced by the California Head Start-State Collaboration Office to detail the activities of the educational partnership and to provide relevant information to programs participating in the partnership. The Fall 2000 issue focuses on children with challenging behaviors and shares some of the latest thinking about how best to meet the social and emotional needs of children. This issue includes articles on: (1) fostering infant/family mental health; (2) providing mental health treatment for infants, toddlers, and families; (3) training and technical assistance related to young children with mental health and behavioral disorders; (4) resources for reflective thinking regarding challenging behavior; (5) problem-solving steps as a tool for reflective thinking; (6) relationship-based mental health consultation model; (7) responsive teaching; (8) early intervention for children with behavior problems; and (9) descriptions of Head Start partnerships with higher education and child care programs. Also included are Web site resources. (KB)

ED 458 037 PS 029 891

Zito, Michael, Ed.
Bridges, 2001.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.; California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 01
NOTE- 51p.; One issue published in 2001. For 1999 issues see PS 029 889. For 2000 issue, see PS 029 890.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); Administrators; *Child

DESCRIPTORS- Community Action; Community Attitudes; *Community Characteristics; *Community Development; Community Resources; Community Surveys; *Economic Development; Entrepreneurship; Foreign Countries; National Programs; Quality of Life; *Resource Materials; *Rural Areas; Rural Development; *Small Towns; Youth Programs
IDENTIFIERS- Australia; *Capacity Building; Community Viability

Over the last 2 decades, the loss of population and businesses in many small, inland, and remote Australian rural communities has intensified, largely because of the stress and uncertainty of volatile world commodity markets. This manual presents a range of survival and revival strategies that some communities have used to build resilient characteristics and take proactive renewal initiatives to improve their quality of life and economic opportunities. The manual is divided into three sections. The first section presents 14 information sheets from various development and community organizations in Australia, the United States, Canada, and South Africa. The second section provides a range of community and economic development tools that may be useful at different stages of the rural renewal process. They are presented in a linear fashion reflecting the common cycle of community change and renewal: community motivation and readiness assessment; community reflection and awareness; community planning; strategy assessment; project implementation; and evaluation, monitoring, and feedback. The final section summarizes resources useful in town renewal: key government programs that support local economic planning and development initiatives; national funding sources for small town renewal projects; Web sites and print and audiovisual resources relevant to small town renewal; nongovernment programs useful for program design and implementation; and relevant youth development programs. (TD)

ED 458 057 RC 023 158

BC College and Institute Aboriginal Former Student Outcomes, 1999. Special Report on Aboriginal Former Students from the 1995, 1997, and 1999 BC College and Institute Student Outcomes Surveys.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *American Indian Education; American Indians; *Canada Natives; Continuing Education; *Education Work Relationship; *Educational Attitudes; Foreign Countries; Graduate Surveys; *Outcomes of Education; *Postsecondary Education
IDENTIFIERS- *British Columbia; Labor Force Analysis

This report examines the employment, further education, and satisfaction outcomes of Aboriginal and non-Aboriginal former students who attended public colleges and institutes in British Columbia (Canada). Data were drawn from 1995, 1997, and 1999 surveys of 2,323 Aboriginal and 55,252 non-Aboriginal former students approximately 9 months after they completed all or most of their program. Outcomes were compared for arts and science programs, applied programs (those leading to employment in a specific field), and adult basic education (ABE) programs (those providing education at the secondary level or lower). Aboriginal students were more likely to be female and older, compared to other survey respondents. Aboriginal students were more inclined to enroll for academic or credential-related

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Mergers; *School District Reorganization; School District Size; *School District Spending; School Taxes; Tables (Data); Tax Rates
IDENTIFIERS- *Arkansas; Small School Districts

In 1983 the Arkansas State Board of Education adopted minimum education standards. One consequence of the legislation has been school district consolidation. From 1983 to 1999, the number of Arkansas school districts declined from 370 to 310, and consolidations are expected to continue due to the high costs of maintaining the standards and providing quality educational programs. Proponents of consolidation suggest that the state should mandate further consolidations as a money-saving strategy. This report examines data on school district spending and finds that consolidations have not resulted in savings. The expenditures and millages of all 218 school districts that consolidated from 1965 to 1995 were analyzed, comparing the year before and the 2 years after consolidation. Only 15 of the 113 mergers resulted in lower spending. In the year following consolidation, 25 school districts voted a lower millage, 80 voted the same millage, and 113 voted a millage increase. Additional data show that in 1996-97, the state's 100 smallest school districts spent $84 per pupil more than the state average but $536 per pupil less than the state's 10 largest districts. Small school districts also made a greater local tax effort than larger districts. An appendix presents spending and millage data for each consolidation analyzed. (SV)

ED 458 076 RC 023 215

Mathis, William J.
How To Analyze Your State's Education Funding System. A Workbook from the Rural School and Community Trust Policy Program.
PUB DATE- 01
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Court Litigation; Court Role; *Educational Equity (Finance); Educational Legislation; Educational Policy; Elementary Secondary Education; Equal Education; Lobbying; *Politics of Education; *Resource Materials; *Rural Education; Social Networks
IDENTIFIERS- *Educational Adequacy; Grassroots Efforts

This booklet aims to help concerned citizens change laws and school funding systems to improve equity and adequacy for rural education programs. It will help readers gather the information they need, evaluate its meaning, put it in context, establish networks with others, and work with their legislatures and courts to solve the problems. Chapter 1 is about finding and accessing a state's "equity network." It explains why networks are important and how to find a state's network, build and expand the network, find resource people, and access a compendium of public school finance programs in the United States and Canada. Chapter 2 explains how to gather and organize preliminary information. It covers current funding information on each state, constitutional guarantees and legal background, and reports and research on states' equity and elicited from the student, teacher awareness, understanding and cooperation, and informing the larger community. (Contains 37 references.) (ASK)

ED 458 097 SE 065 191

Wilson, Valerie
Can Thinking Skills Be Taught? A Paper for Discussion. Appendix 3: Starter Paper.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constructivism (Learning); Curriculum; Educational History; Metacognition; Science Education; *Teaching Methods; *Thinking Skills

This paper discusses whether thinking skills can be taught. The concept of teaching thinking goes back to the ancient Greeks. The notion of inborn intelligence was dominant until the 1960s but was challenged by the constructivism theory developed by Vygotsky. The discussion is divided into 5 sections: (1) describing thinking and intelligence; (2) main approaches used by teachers to teach thinking; (3) evaluation of previous publications from the United Kingdom and the United States; (4) conclusions drawn from previous studies; and (5) recommendations for the future. (Contains 24 references.) (YDS)

ED 458 098 SE 065 193

Mathematics Education in Different Cultural Traditions: A Comparative Study of East Asia and the West. ICMI Comparative Study. Discussion Document.
PUB DATE- 01
NOTE- 20p.; Study co-chaired by Klaus-Dieter Graf and Frederick Koon-shing Leung.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cultural Differences; Educational Quality; Elementary Secondary Education; Foreign Countries; Information Technology; *Mathematics Education
IDENTIFIERS- Asia (East)

Education is influenced by the social environment as well as cultural effects. This study investigates the differing cultural traditions' role in mathematics education in East Asia and the West. Investigated issues in mathematics education include curriculum, assessment, policy, influences of information and communication technology (ICT) and multimedia, and community and family background. East Asia and the West are used to represent the Chinese/Confucian tradition and the Greek/Latin/Christian tradition. Rapidly developing information, communication technologies, and globalization processes are concerns followed by mathematics educators in many countries as they consider the regional differences in educational approaches. (YDS)

ED 458 099 SE 065 194

Bricker, Lauren J.; Tanimoto, Steven L.; Rothenberg, Alex I.; Hutama, Danny C.; Wong, Tina H.
Multiplayer Activities That Develop Mathematical Coordination.

SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 273p.; Supported by the U.S. Department of Education, Secretary's Fund for Innovation in Education. CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Computer Uses in Education; Educational Strategies; Elementary Secondary Education; Learning Strategies; *Mathematics Activities; *Mathematics Curriculum; Mathematics Instruction; *State Standards; *Technology
IDENTIFIERS- Michigan

This document outlines the Mathematics Curriculum Framework Project and provides details on the mathematics strands, standards, and benchmarks in the state of Michigan. Many activities related to the strands, standards, and benchmarks are presented for elementary, middle, and high school levels. A CD-ROM, a list of additional publications, and Internet links are also included. (DDR)

ED 458 125 SE 065 282

Meeks, Ronald L.
Federal R&D Funding by Budget Function: Fiscal Years 2000-2002. An SRS Special Report.
PUB DATE- 01
NOTE- 57p.; Tables prepared by Directorate for Science and Policy Programs, American Association for the Advancement of Science.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Annual Reports; *Budgets; *Federal Programs; Financial Support; Full State Funding; Higher Education; *Research and Development
IDENTIFIERS- National Science Foundation

This annual report contains information on the federal funding of the research and development (R&D) components of the agency programs as proposed for the fiscal year 2002. Research and development data are classified into the same federal budget function categories as those used in the "Budget of the United States Government, Fiscal Year 2002." The report is divided into three sections. Section 1, "Federal R&D Budget Authority by Budget Function" consists of six tables. For the first tie, table 1 contains total combined R&D and R&D plant data. Tables 2,3, and 6 prove an overview of Federal R&D funding in the context of requested total Federal budget authority. Table 4 contains data on Federal R&D funding for national defense and civilian programs in current and constant 1996 dollars for FYs 1955-2002. Table 5 contains data on budget authority for basic research by budget function for FYs 2000-2002. Section 2, "R&D by Specific Budget Function" presents data on R&D activities conducted within each budget function. This section consists of 18 tables which provide a summary for FYs 2000-2002. Section 3, "Historical Tables" presents two historical data series: (1) Federal R&D funding by budget function for FYs 1955-2002 and (2) Federal funding of basic research for FYs 1978-2002. (MVL)

ED 458 126 SE 065 291

resolution, and teamwork, the unit emphasizes the development of critical thinking, decision-making, and citizenship skills in young people. This lesson plan is part of a series of fully prepared, interactive classroom lesson plans offered by the Sports and the Law program of the Constitutional Rights Foundation. Each lesson includes detailed teacher instructions, background information, and student handouts. This lesson presents a mock trial case of a coach accused of assaulting a referee. Students roleplay attorneys, witnesses, jury members, and court personnel. (BT)

ED 458 149   SO 031 450

Degelman, Charles; Hayes, Bill
Broadcast Views: Sports and the Law.
PUB DATE- 96
NOTE- 56p.; For related lesson plans, see SO 031 448-452.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Broadcast Journalism; Citizenship Education; Intermediate Grades; Law Related Education; *Mass Media Role; News Reporting; Role Playing; Secondary Education; Simulation; *Social Responsibility; Social Studies; *Thinking Skills
IDENTIFIERS- Constitutional Rights Foundation

This lesson plan uses students' interest in sports to teach good citizenship. With its focus on rules, responsibility, conflict resolution, and teamwork, the unit emphasizes the development of critical thinking, decision-making, and citizenship skills in young people. This lesson plan is part of a series of fully prepared, interactive classroom lesson plans offered by the Sports and the Law program of the Constitutional Rights Foundation. Each lesson includes detailed teacher instructions, background information, and student handouts. This lesson explores the roles, tasks, and responsibilities of the media in the world of sports. Students roleplay athletes and reporters and prepare and present a mock television sports broadcast. (BT)

ED 458 150   SO 031 451

Degelman, Charles; Hayes, Bill
Conflict Management in Sports and on the Street: Sports and the Law.
PUB DATE- 96
NOTE- 15p.; For related lesson plans, see SO 031 448-452.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Citizenship Education; *Conflict Resolution; Intermediate Grades; Law Related Education; Role Playing; Secondary Education; *Social Responsibility; Social Studies; Sportsmanship; *Thinking Skills
IDENTIFIERS- *Conflict Management; Constitutional Rights Foundation

This lesson plan uses students' interest in sports to teach good citizenship. With its focus on rules, responsibility, conflict resolution, and teamwork, the unit emphasizes the development of critical thinking, decision-making, and citizenship skills in young people. This lesson plan is part of a series of fully prepared, interactive classroom lesson plans offered by the Sports and the Law program of the Constitutional Rights

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economics Education; *Field Trips; High Schools; *Local History; Social Studies; *Student Research
IDENTIFIERS- *Florida (Saint Augustine); Oral Presentations

To better understand the economic aspects of early Florida and to gain an understanding of the continuity of history and economics, students analyze the economic origins and evolution of St. Augustine, Florida, the oldest city in the United States. This lesson plan involves taking the students on a field trip to St. Augustine where they form teams and research the economic history of the city as both an historical and economic topic. Students share their findings through a class presentation and write a paper for the instructor. The lesson plan provides a rationale; cites goals and objectives; describes procedures; discusses content; and covers evaluation. (Contains a 42-item bibliography.) (BT)

ED 458 173 SO 033 069

Glaser, Tom W.
New World Mystery. Lesson Plan.
PUB DATE- 01
NOTE- 11p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colonialism; Comparative Analysis; *Economics; Foreign Countries; *Land Settlement; Persuasive Discourse; *Simulation; Social Studies; *Student Research; *United States History; World History
IDENTIFIERS- England; Spain

To better understand the issues behind the colonization of the New World and to see why some colonies and empires failed while others flourished, students analyze the motivations and resources of the colonial powers. Noting that the results of the colonial era are counter-intuitive (the Spanish, who colonized areas rich in gold, silver, and precious stones, went bankrupt, while the English, who had only dead plants and animals to work with, thrived and conquered), the lesson plan asks students to research the anomaly for two weeks and to prepare a statement as if they were going to deliver it to the King of either Spain or England. The lesson plan provides a rationale; sets forth goals and objectives; gives procedures; discusses content; and describes evaluation. (Contains a 24-item bibliography.) (BT)

ED 458 174 SO 033 070

Ripp, Ken
Fiscal and Monetary Policy via the Internet and Where Did the Too Many Dollars Come From? Lesson Plans.
PUB DATE- 01
NOTE- 8p.; For related lessons, see SO 033 064-079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economics; *Economics Education; *Financial Policy; High Schools; *Inflation (Economics); *Internet; Monetary Systems; Social Studies

Go Now?" (Doris Y. Kadish). An appendix presents baseline studies. (Papers contain references.) (SM)

ED 458 194 SP 040 294

Gaines, Gale F.
Beyond Salaries: Employee Benefits for Teachers in the SREB States.
PUB DATE- 01
NOTE- 14p.; "Christine Smith contributed to this report."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Tables (Data); *Teacher Employment Benefits; Teacher Retirement; *Teacher Salaries
IDENTIFIERS- Employer Based Health Insurance; Medicare; Social Security Benefits; *Southern Regional Education Board; Southern Regional Education Board

This report summarizes teachers' and employers' contribution rates to retirement, Social Security and Medicare, and major medical plans. Several Southern Regional Education Board (SREB) states have adopted multi-year goals to raise teacher pay, which involves additional costs for benefits tied to those salary increases. These benefits can add thousands of dollars to the cost of paying teachers. The total percentage that benefits add to the cost of teacher salaries is difficult to accurately determine in many SREB states. Contributions for retirement, Social Security, and Medicare are fairly straightforward (assessed as a percentage of the teacher's salary). However, the cost of major medical insurance is not usually tied to salary. Employer contribution rates vary depending on the type of plan and coverage each teacher selects. Determining the cost as a percentage of salary is complicated further because data are not available on many plans offered by local districts. This report presents tables on teacher retirement programs in SREB states (Social Security participation, employer contribution rates, teacher contribution rates, vesting period, benefits formula, and normal retirement provisions); major medical insurance (state plans and annual employer and employee contributions); and employer contributions for selected employee benefits as a percentage of average salary. (SM)

ED 458 195 SP 040 297

Brumbaugh, Douglas K.; Rock, David
Teaching Secondary Mathematics. Second Edition.
PUB DATE- 01
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; Calculus; Computer Uses in Education; Curriculum; Discovery Learning; Educational Technology; Geometry; Higher Education; Learning Theories; Mathematical Concepts; *Mathematics Instruction; Preservice Teacher Education; Probability; Problem Solving; Proof (Mathematics); Secondary Education; *Secondary School Mathematics; Statistics; Student Evaluation; Student Teachers; Teaching Skills;

DESCRIPTORS- *Educational Testing; Error of Measurement; *Reliability; *Scores; *Test Results; *Testing Problems
IDENTIFIERS- ERIC Digests

This digest discusses sources of error in testing, several approaches to estimating reliability, and several ways to increase test reliability. Reliability has been defined in different ways by different authors, but the best way to look at reliability may be the extent to which measurements resulting from a test are characteristics of those being measured. In a technical sense, the theoretical definition of reliability is the proportion of score variance that is caused by systematic variation in the population of test takers. Reliability is a joint characteristic of a test and examinee group, not just a characteristic of the test. There are three major sources of error: factors in the test itself, factors in the students taking the test, and scoring factors. It is impossible to calculate a reliability coefficient that conforms to the theoretical definition, but there are several statistics, or coefficients, commonly used to estimate the stability of a set of test scores for a group of examinees. The most commonly used statistics are: (1) test-retest reliability; (2) split-half reliability; (3) measures of internal consistency; and (4) alternate form reliability. When one considers how high reliability should be, the points to consider are the consequences of the test and whether the group used to compute the reported reliability is similar to the group of interest. If the consequences are high, then the internal consistency reliability should be high (at least above 0.90, and preferably above 0.95). Classroom tests seldom need to have exceptionally high reliability coefficients, since teachers have access to other sources of information about students. Developing tests with less error is better than simply documenting the amount of error. It is also commented that, especially in the elementary grades, a poor test result resulting from careless mistakes should not dramatically lower a student's grade for the semester. Teachers should ensure that the semester grade reflects what the student has achieved. (SLD)

ED 458 214 TM 032 844

Boston, Carol
The Debate over National Testing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary Secondary Education; *Federal Government; *Government Role; *National Competency Tests; Performance Based Assessment; *Politics; Test Construction; *Test Use
IDENTIFIERS- ERIC Digests; *National Assessment of Educational Progress

This digest presents various views of the federal role in testing and offers a brief examination of the National Assessment of Educational Progress (NAEP), the "nation's report card," in its national sample format and its state administration, which critics fear has the potential to become a de facto national test if selected as the basis for comparing state tests. The question of the appropriate role of the federal government in

Stader, David L.; Lowe, Jerry M.; Neely, Robert
Body of Evidence: An Alternative to High Stakes Testing?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Houston, TX, August 9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Assessment; *Graduation Requirements; *High School Students; High Schools; School Districts; State Legislation; *State Programs; *Student Evaluation; *Testing Programs
IDENTIFIERS- *Evidence; *Wyoming

This report describes the Body of Evidence approach taken in Wyoming to implement standards-based graduation. The Body of Evidence plan calls for more than a single test to justify issuing a high school diploma. Graduation requirement rules, known as Chapter 31 rules, establish the requirements for a diploma. The body of evidence is to be designated at the local level. It should answer two questions: (1) whether the student knows enough to graduate; and (2) whether the evidence can support the answer to the first question. The Wyoming State Department of Education has listed four possible approaches to designing a body of evidence system: (1) course-based; (2) course-based and common assessment; (3) district-based; and (4) multi-district approaches. Assessments used may be conjunctive (scores on all measures above the criterion point, compensatory (scores on some measures offset lower scores on others), disjunctive (proficiency on only one measure required), and mixed-model. School districts must develop an evaluation system that meets criteria of alignment, consistency, fairness, standard setting, and comparability. The body of evidence plan should create opportunities for students to demonstrate competence in ways congruent with individual learning styles. The greatest impact from the new plan may be on teachers, who will not necessarily have the time to develop meaningful and multiple assessments. (SLD)

ED 458 235 TM 033 396

Davis, Celestine, Ed.
Programs and Plans of the National Center for Education Statistics. 2001 Edition.
PUB DATE- 01
NOTE- 165p.; For the previous "Programs and Plans" report, see ED 431 821.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Data Collection; *Educational Research; Elementary Secondary Education; Higher Education; International Studies; Longitudinal Studies; *Planning; Program Descriptions; *Program Development; Program Implementation
IDENTIFIERS- Common Core of Data Program; National Assessment of Educational Progress; *National Center for Education Statistics; Third International Mathematics and Science Study

This report summarizes current statistical programs of the National Center for Education Statistics (NCES), including its major publications and plans for future work. In addition to other contains an interpretation worksheet. An annotated bibliography of seven sources is attached. (Contains 9 tables, 14 figures, 266 references, and an index.) (SLD)

ED 458 256 TM 033 419

Chen, Xianglei
Efforts by Public K-8 Schools To Involve Parents in Children's Education: Do School and Parents Agree? Statistical Analysis Report.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Educational Practices; Elementary Secondary Education; National Surveys; Parent Attitudes; *Parent Participation; Parent School Relationship; *Parents; Surveys
IDENTIFIERS- National Household Education Survey

This study investigated the level of agreement between parents' and schools' views of how schools involve parents in their children's education and how parents respond to the opportunities for involvement that schools provide. Data are from two national surveys conducted in 1996. The first, the Survey on Family and School Partnerships in Public Schools, K-8, gathered data from 810 schools on their efforts to involve parents. The second survey, the Parent and Family Involvement in Education/Civic Involvement Survey of the National Household Education Surveys Program collected data that included information about their participation in their children's schooling from parents of about 9,700 children. Discrepancies were apparent between the schools' and parents' reports on whether schools used various practices to involve parents. For each practice, the school was more likely to report use of the practice than were the parents. Discrepancies were also apparent with regard to the reported extent to which parents attended school-sponsored activities, but the direction of differences was the opposite of that found for school practices, in that schools gave more favorable reports than parents did. The report discusses some possible reasons for these discrepancies and suggests promising areas for future research. An appendix contains technical notes and notes on methodology. (Contains 10 tables, 10 figures, and 30 references.) (SLD)

ED 458 257 TM 033 420

Young, Beth Aronstamm
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1999-2000. Statistical Analysis Report.
PUB DATE- 01
NOTE- 76p.; For the previous year's report, see ED 446 155.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; Minority Groups; *Public Schools; *School District Size; School Size; School Statistics; Tables (Data); *Urban Schools
IDENTIFIERS- Common Core of Data Program

The information provided in this publication was reported by

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Practices; Elementary Education; Elementary School Students; Middle School Students; Middle Schools; *Outcomes of Education; *Student Attitudes
IDENTIFIERS- *Learner Centered Instruction

This paper focuses on data collected from students in grades 4-8, using the Assessment of Learner Centered Practices (ALCP) survey tools, including multiple academic and nonacademic student outcome measures. In national samples of more than 4,203 upper elementary and middle school students in rural, urban, and suburban schools, data indicated that as students' perceptions of their teachers' classroom practices became more learner-centered, not only did academic performance increase (as assessed by both teacher classroom grades and standardized achievement tests), but nonacademic outcomes such as motivation to learn, school attendance, and school disruptions also improved. The importance of specific practices that improve both academic and nonacademic outcomes is discussed, especially for students at risk of academic failure. Implications for changing current practices to achieve a balanced focus on learning and learners are outlined briefly. (Contains 2 tables, 8 figures, and 38 references.) (Author/SLD)

ED 458 277 TM 033 441

Mertler, Craig A.
An Empirically-Based Classification System for Teaching Performance Incentives.
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classification; Elementary Secondary Education; *Incentives; Models; Motivation; *Teachers
IDENTIFIERS- Exploratory Factor Analysis

This study attempted to expand the dichotomous classification scheme typically used by researchers to describe teaching incentives and to offer administrators and teachers an "alternative" framework within which to develop incentive systems. This study is built on a previous one, but used a much larger sample (n=969). Elementary, middle, and high school teachers were asked to rate 10 commonly instituted teaching incentives with respect to the level of motivation offered by each. An exploratory factor analytic approach was used to determine the resulting factor structure underlying the teachers' ratings. As in the previous study, the analysis resulted in a four-factor model, although the structure and conceptual labels changed slightly. The model is discussed as an alternative to the dichotomous classification scheme. The survey is attached. (Contains 1 figure, 2 tables, and 23 references.) (SLD)

ED 458 278 TM 033 442

Mertler, Craig A.
Lessons Learned from the Administration of a Web-Based Survey.
PUB DATE- 01

the expert rater scores explained by the e-rater scores might decrease from an already modest level. (Contains 7 tables and 30 references.) (Author/SLD)

ED 458 297 TM 033 473

Chartrand, Anne
Whose Standards Are They, Anyway?
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Definitions; Educational Assessment; *Educational Change; Educational Quality; Elementary Secondary Education
IDENTIFIERS- *Reform Efforts

Over the years, the definitions of educational standards have become more varied, and the issue of what standards really mean has become more confusing. The answer to the question, "For whom are content standards developed?" helps determine who takes them seriously. Establishing clear content standards plays a critical role in an instructional program, and any discussion about establishing content standards must include a discussion of how to assess standards. The specifications for an assessment should come from the content standards if the state or school district truly believes the content standards are essential skills and knowledge students should learn. If the emphasis is all on a norm-referenced test, it is at best difficult, if not impossible, to report exactly what the student knows and can do. The overemphasis on a single test score remains. In many cases the emphasis on increasing test scores comes at the expense of the best educational practices for all students. In considering the demand for increased test scores, one must wonder when they will be high enough. Should all schools be expected to have the same amount of growth or the same score levels? On the positive side, large scale assessments are developed more carefully than they were years ago. The underlying question of whether the emphasis on standards and assessment is having a positive effect on instructional improvement and achievement overall is being examined, and the creation of this dialogue may be the best result of the efforts toward higher standards. Neither identifying standards nor administering assessments will make students "smarter," but discussing the roles of standards and assessments can result in the improvement of instruction. (SLD)

ED 458 298 TM 033 474

Juarez, Alberto
Enhancing Student Performance through Classroom Motivation.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Hispanic American Students; *Homework; *Junior High School Students; Junior High Schools; *Student Motivation; *Teacher Student Relationship; Urban Schools; Urban Youth
IDENTIFIERS- Caring

The purpose of this study was to identify relationships among

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Children; Family Income; Minority Groups; *Poverty; Public Policy; Socioeconomic Influences; *Telephone Communications Systems
IDENTIFIERS- Access to Services

This report uses data from the Census Bureau's Annual March Current Population Survey to show trends of children in households without available telephones. The percentage of children without phones at home declined significantly during the 1990s, though 4.3 million children were still phoneless. In 2000, 16 percent of children living in poverty did not have phones, compared with 4 percent of children living in households with income above the poverty level. There was a relationship between family income and the likelihood of having a phone at home. About 85 percent of children living in households without a phone also did not have a computer at home. Children who belonged to ethnic and racial groups already suffering from social isolation and marginalization were more likely to be phoneless. Children living in the country's toughest neighborhoods and in central cities or rural areas were the least likely to have telephones. Geographic patterns of phone availability tended to follow patterns of overall disadvantage. There were significant state differences in phone availability. Many state and local governments have implemented lifeline programs to enable low-income households to obtain telephone service at discounted rates. (SM)

ED 458 319 UD 034 529

Ventura, Stephanie J.; Mathews, T. J.; Hamilton, Brady E.
Births to Teenagers in the United States, 1940-2000.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Birth Rate; Blacks; Contraception; *Early Parenthood; Hispanic Americans; Pregnancy; Tables (Data)

This report presents national birth rate trends for teenagers, focusing on the 1990s. The percent change in rates for 1991-2000 is presented for the United States, and the change for 1991-99 is presented for states. Tabular and graphical descriptions of the trends are discussed for the nation and each state by age group, race, and Hispanic origin. Birth rates for teenagers ages 15-19 generally declined nationwide since the late 1950s, except for a brief, steep upward climb from late 1980-91. The U.S. rate is considerably higher than rates for other developed countries. During the 1990s, rate declines were especially large for black teenagers. State-specific rates fell significantly in all states for ages 15-19 and 15-17, and in most states for ages 18-19. Overall, the range of decline in state rates for ages 15-19 was 11-36 percent. For teenagers ages 15-17, the range of decline by state was 13-43 percent. Reductions by state were largest for black teenagers ages 15-19. Factors accounting for these declines include decreased sexual activity reflecting changing attitudes towards premarital sex, increases in condom use, and adoption of newly available hormonal contraception, implants, and injectibles. (Contains 29 references.) (SM) clearinghouse for Students Against Violence Everywhere (SAVE), developed a profile of SAVE chapters, which involve students in school and community violence prevention efforts. This report provides background information about SAVE and reviews the literature addressing school connectedness and meaningful school involvement. It describes the development, intent, and design of the profile questionnaire and presents the findings which, taken together, establish the baseline profile. To generate the profile, 580 questionnaires were mailed to SAVE advisors in fall 2000, with a response rate of 30 percent. Advisors described their roles, chapter composition, and chapter activities. Results indicate that most SAVE advisors are counselors, School Resource Officers, or teachers. SAVE chapter enrollment reflects about 12 percent of total student enrollment at the schools in which chapters exist. SAVE chapters tend to be initiated for the purpose of preventing school violence. The main challenges associated with SAVE include obtaining financial support and maintaining student involvement. Differences between elementary and secondary SAVE programs are apparent, with elementary projects less challenging to implement. Recommendations for SAVE include increased training for advisors, increased involvement with other school and community activities, and emphasis on SAVE's proactive nature. (Contains 13 references.) (SM)

ED 458 340 UD 034 560

Gandara, Patricia
Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth. Report of the National Postsecondary Education Cooperative Working Group on Access to Postsecondary Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 01
NOTE- 177p.; With Deborah Bial.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; College Bound Students; *College Preparation; Elementary Secondary Education; Equal Education; *Higher Education; *Minority Group Children; Program Effectiveness; Program Evaluation; Secondary Education; Transitional Programs

This report presents data from published literature, surveys of state higher education executive officers and chief school officers, and information from foundations, government, and other agencies and organizations regarding access to higher education for under-represented youth. It maps the field of K-12 postsecondary education bridge program types and features, identifying and reviewing selected K-12 postsecondary education college access programs with analytical data that describe how programs work, based on needs and problems identified in the literature. It also identifies information needed to evaluate K-12/postsecondary education bridge programs. Common features among effective programs include providing a key person to mentor students over time; providing high quality instruction through untracking and special coursework; considering students' cultural backgrounds; providing peer support; and providing financial assistance and incentives. Program limitations include attrition, participant selection, academic achievement, type of postsecondary institution, and costs. Few programs have completed thorough evaluation of their activities. Overall, the programs have little effect on academic achievement. They augment what schools do but do not fundamentally change how schools interact with students. Three appendixes include a review of the literature on opportunities to learn, a list of programs for which information was submitted, and program descriptions. (Contains 148 references.) (SM)

ED 458 341 UD 034 561

Smith, Annetta C.; Smith, Denise I.
Emergency and Transitional Shelter Population: 2000. Census 2000 Special Reports.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Homeless People; Hotels; *Housing Needs; Population Trends; Runaways; Tables (Data)
IDENTIFIERS- Census 2000; *Emergency Shelters

This report presents tabulations from Census 2000 data on people enumerated at emergency and transitional shelters. This includes shelters for people experiencing homelessness; shelters for children who are runaways, neglected, or without conventional housing; transitional shelters for people without conventional housing; and hotels and motels used to provide shelter for people without conventional housing. The report provides data on the following issues: who the people are without conventional housing in Census 2000; how people experiencing homelessness are included in Census 2000; to what extent the service-based enumeration operation provides a count of the population experiencing homelessness or of the population using services; important issues to consider when reviewing the population data for emergency and transitional shelters; Census 2000 data on the emergency and transitional shelter population; characteristics of the population in emergency and transitional shelters in Census 2000; and information for counties and census tracts on the population in emergency and transitional shelters that is available on the Internet. (SM)

ED 458 342 UD 034 562

Dalaker, Joseph
Poverty in the United States: 2000. Consumer Income. Current Population Reports.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Blacks; Family Characteristics; *Family Income; Geographic Location; Hispanic Americans; Low Income Groups; *Poverty; Racial Differences; Socioeconomic Status; Tables (Data); Working Poor
IDENTIFIERS- Current Population Survey

This report illustrates how poverty rates vary by selected characteristics (age, race, and Hispanic origin, nativity, family composition, work experience, and geography), using data from the Census Bureau's March 2001 Current Population Survey. The 2000 poverty rate dropped half a percentage point from 1999, to 11.3 percent. This decrease was not concentrated in any one U.S. region. Blacks and female-householder families set record low poverty rates in 2000. The poverty rate for people under age 18 years dropped to 16.2 percent. Poverty rates fell for blacks and Hispanics between 1999-00. While blacks remained disproportionately poor, the difference in poverty rates between blacks and white non-Hispanics narrowed since the most recent poverty rate peak. Compared with the most recent poverty rate peak in 1993, more people in 2000 lived in families with at least one worker, and the poverty rate for people in these families fell since 1993. Four appendixes present data on poverty status by family relationship, race, and Hispanic origin 1959-2000; poverty status of people by age, race, and Hispanic origin, 1959-2000; poverty status of families by type of family, 1959-2000; and people and families in poverty by selected characteristics: 1993 and 2000. (SM)

ED 458 343 UD 034 563

Mills, Robert J.
Health Insurance Coverage: 2000. Consumer Income. Current Population Reports.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Blacks; Children; Educational Attainment; Employment; Ethnicity; *Health Insurance; Hispanic Americans; Low Income Groups; Population Trends; Racial Differences; Tables (Data)
IDENTIFIERS- Current Population Survey

This report uses data from the U.S. Census Bureau's March 2001 Current Population Survey to examine health insurance coverage. The number and percentage of people covered by employment-based health insurance rose significantly in 2000, driving the overall increase in health insurance coverage. Among the entire population age 18-64 years, workers were more likely to have health insurance than nonworkers. The proportion of uninsured declined in 2000. For poor people, the uninsured rate declined in 2000, though the rate for the near-poor increased. Hispanics were less likely than White non-Hispanics to have health insurance. The coverage rate for Blacks in 2000 did not differ statistically from the coverage rate for Asians and Pacific Islanders. American Indians and Alaska Natives were less likely to have health insurance than any other racial group. Males were less likely than females to have health insurance. The foreign-born population was less likely than the native population to be insured. Among all adults, the likelihood of being insured increased as the level of education rose. Young adults were less likely than any other age group to have health insurance. The uninsured rate for children dropped from 12.6 percent in 1999 to 11.6 percent in 2000. The highest uninsured rate for children was among those of Hispanic origin (24.9 percent). Some states had higher uninsured rates than others. (SM)

ED 458 344 UD 034 564

Schwartz, Wendy
Strategies for Improving the Educational Outcomes of Latinas. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01
NOTE- 4p.; Number 167.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Adolescents; Cultural Differences; Cultural Pluralism; *Females; *Hispanic American Students; Parent Participation; School Role; Secondary Education; Teacher Expectations of Students
IDENTIFIERS- ERIC Digests; *Latinas

Latinas' educational experiences are affected by the interaction of many factors, including poverty, racism, sexual harassment, and lack of English language proficiency. With guidance from educators, Latina adolescents can make fulfilling educational choices. This digest presents a range of strategies that schools can employ to promote Latinas' academic achievement. Schools must communicate that Hispanic culture is valued and integrate it into programs and services that help ameliorate differences between school and home. Schools also must individually tailor support for Latinas and their families to accommodate their diverse needs and perspectives. School staff must communicate that all students are expected to graduate and to succeed academically, helping Latinas understand that they can value familial interdependence without subverting personal goals. Schools can facilitate Latinas' learning and increase their engagement in the school community by providing educational services needed to ensure their educational preparedness and by developing a fully multicultural curriculum. It is important for schools to: create an environment where students believe that their requests for help will be positively received; help Latinas access community health services; and facilitate parent involvement in order to increase their commitment to their children's education. (SM)

ED 458 345 UD 034 565

Coley, Rebekah Levine; Morris, Jodi Eileen
Comparing Father and Mother Reports of Father Involvement among Low-Income Minority Families. JCPR Working Paper.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC. Office of Evaluation and Technical Analysis.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Fatherless Family; *Fathers; Low Income Groups; Minority Groups; Mothers; Parent Attitudes; *Parent Child Relationship; Preschool Children

This study examined predictors of father involvement and father-mother discrepancies in reports of involvement within a low-income, predominantly minority sample of families with both residential and nonresidential fathers. The study used matched pairs of fathers and mothers with preschool children from the first wave of Welfare, Children, and Families: A Three City Study, a longitudinal analysis of the impact of federal welfare reforms on children, parents, and families. The study included a survey of children and their primary female caregivers from low-income families, interviews with biological fathers, videotaped assessments of children, observations of child care settings, interviews with child care providers, and a longitudinal ethnographic study of 215 families residing in the same neighborhoods as the survey families. Paired hierarchical linear modeling was used to control for the interrelation between pairs of reporters. Data analysis indicated that although father and mother reports were similar, mothers consistently reported lower levels of father involvement than did fathers. Parental conflict, father's nonresidence, father's age, and mother's education and employment predicted greater discrepancy across father and mother reports. (Contains 31 references.) (SM)

ED 458 346 UD 034 566

Sylvester, Kathleen; Umpierre, Michael
Red Tape, Silver Hammers, & Shattered Ashtrays: What States and Communities Can Learn from Eight Years of Federal Reinvention.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Benchmarking; Federal Government; *Governance; Information Technology; Internet; Local Government; Organizational Development; Organizational Effectiveness; *Program Evaluation; *Quality Control; State Government
IDENTIFIERS- *National Partnership for Reinventing Government

This report presents lessons learned from the National Partnership for Reinventing Government (NPR) and offers advice for state and local reinvention efforts, describing how NPR's leaders built political and public support and focusing on five aspects of reinvention: getting started (e.g.; creating a reinvention team, building relationships with the central budget and management agency, creating reinvention labs, using stories and measurements to build support, focusing on customers, and creating a sense of urgency); unleashing untapped human potential (e.g., recognizing good ideas that save money, moving decision making into the field, giving workers the tools they need to do their jobs, enhancing the quality of work life, and building performance partnerships); using benchmarks to improve government processes (employee work groups and surveys, performance measures, and one-stop customer service); using information technology to transform governance (government online rather than in line, user-friendly interfaces, Internet applications, and using the power of place to build support for change); and moving to balanced measures to assess results in terms of achieving agencies' missions and satisfying customers and employees. (Contains 71 endnotes.) (SM)

ED 458 347 UD 034 567

Checchi, Daniele
Does Educational Achievement Help To Explain Income Inequality? Working Papers No. 208.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 00
NOTE- 61p.; Prepared with Project on Rising Income Inequality and Poverty Reduction: Are They Compatible? Jointly sponsored by UNU/WIDER and United Nations Development Programme. Also funded by Ministry of University.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attainment; Higher Education; *Income; Secondary Education; *World Affairs
IDENTIFIERS- *Income Disparities

This paper proposes to measure inequality in educational achievement by constructing a Gini index on educational attainment. It uses the proposed measure to analyze the relationship between inequality in world income and educational attainment (in terms of both the average attainment and the dispersion of attainment). Though theoretical considerations suggest a nonlinear relationship between these two measures of inequality, actual data indicate that there is a strong negative link between average years of education and measured income inequality. Multivariate regression analysis indicates that if the negative correlation between average educational attainment and the dispersion of educational attainment are taken into account, the relationship between income inequality and average years of schooling appears U-shaped, with a lower turning point at 6.5 years. Income inequality is also negatively related to per capita income and positively related to the capital/output ratio and government expenditure on education. The relative contribution of education to income inequality explains between 3 and 16 percent of the variance, though the fraction is higher and shows a rising trend in developed countries. Data sources and additional tables are appended. (Contains 65 references.) (SM)

ED 458 348 UD 034 568

Hafkin, Nancy; Taggart, Nancy
Gender, Information Technology, and Developing Countries: An Analytic Study.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 01
NOTE- 143p.; A 16-page executive summary is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Computer Literacy; *Cultural Influences; *Developing Nations; Employed Women; Equal Education; Equal Opportunities (Jobs); *Females; Foreign Countries; *Gender Issues; Governance; *Information Technology; Political Power; Poverty; Sex Role; Sex Stereotypes
IDENTIFIERS- Access to Technology; Globalization

This report and executive summary examines the current situation of gender and information technology (IT) in developing nations. The first section describes women as users of IT, producers of IT, and IT decision makers. The second section notes obstacles to women's access (literacy and education, language, time, cost, geographic location, social and cultural norms, and skills) and discusses women's access to IT education and training (studying science and technology, roles in family and society, cost and schooling systems). The third section examines the impact of IT on women's work (women in information and communications technology, the gendered workforce, the impact of globalization on women's work, and trends and issues). The fourth section discusses political empowerment of women through IT (improving governance, IT for the political empowerment of women, education, and indigenous knowledge). The fifth section focuses on ensuring women's ability to take advantage of IT opportunities (engendering IT policy, improving women's access to IT, improving girls' and women's access to education, microcredit, and how poor women can access and benefit from IT). Two appendixes include information technology education and training indicators for women and gender and information technology web resources. (Contains 334 endnotes.) (SM)

ED 458 349 UD 034 571

O'Neill, Hugh; Garcia, Kathryn; Amerlynck, Virginie; Blum, Barbara
Policies Affecting New York City's Low-Income Families.
SPONS. AGENCY- New York Community Trust, NY.
PUB DATE- 01
NOTE- 77p.; Produced by the Research Forum on Children, Families, and the New Federalism.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Support; Day Care; Economic Factors; Employment Patterns; Federal Government; Federal Programs; Housing Needs; Local Government; *Low Income Groups; *Public Policy; State Government; State Programs; Unemployment Insurance; Welfare Services
IDENTIFIERS- Childrens Health Insurance Program; Earned Income Tax Credit; *New York (New York); Personal Responsibility and Work Opp Recon Act; *Welfare Reform

This report describes policy and program changes affecting New York's low-income families, issues related to these changes, and ways that city, state, and federal governments might further enhance the well-being of low-income families. Part 1 reviews major new policies enacted by the federal and state governments since the mid-1990s, noting how they have affected low-income families. Part 2 describes changes in New York City's economy and labor market during the period under study. Part 3 describes the New York City Human Resources Administration's approach to implementing major changes in public welfare programs under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and the state's Welfare Reform Act, describing programs that have been particularly effective in improving services to low-income families and noting significant improvements in managing such programs. Part 4 describes support mechanisms available to low-income families outside of welfare, such as the Earned Income Tax Credit, Unemployment Insurance, and state-sponsored health insurance. Part 5 highlights issues that New York City must address to improve opportunities for, and raise the living standards of, low-income families. Part 6 examines implications for federal, state, and local policies affecting low-income families. (SM)

ED 458 350 UD 034 599

Barth, Patte, Ed.
Honor in the Boxcar: Equalizing Teacher Quality.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 30p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Quality; Elementary Secondary Education;

Licensing Examinations (Professions); *Low Income Groups; *Minority Group Children; *Teacher Certification; Teacher Competencies; Teacher Competency Testing; *Teacher Effectiveness; Teacher Persistence; Teacher Qualifications; Teaching Experience
IDENTIFIERS- Subject Content Knowledge

This publication presents evidence that low-income and minority children are more likely to be in schools with unqualified and ineffective teachers than their white and more affluent peers. A growing body of research claims that this lack of qualified teachers in high-poverty schools is more critical in explaining the underachievement of low-income and African American and Latino students than the poverty and family characteristics that have historically been blamed. The main article, "No More Settling for Less" (Kati Haycock), presents findings that compare low-poverty and high-poverty schools on teacher certification, teachers holding majors and minors in their fields, teachers' scores on certification tests, teachers' literacy, teacher effectiveness in producing learning, and teachers' years of experience. On all measures, schools with high concentrations of poor and minority students had lower-scoring, less experienced teachers in the classrooms, as well as a much higher number of uncertified teachers than schools that were predominantly white and affluent. This issue concludes with statements from leaders of national organizations as they share their ideas and recommendations for recruiting and retaining the most qualified teachers for the nation's most challenging schools. (SM)

ED 458 351 UD 034 600

Barth, Patte, Ed.
Youth at the Crossroads: Facing High School and Beyond.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 26p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Dropout Rate; Educational Change; Educational Improvement; *Graduation; *High School Graduates; High School Students; High Schools; *Minority Group Children; Postsecondary Education; Underachievement

This publication presents information on the outcomes of high school. It begins with an overview, "Youth at the Crossroads: Facing High School and Beyond," which suggests there are fundamental educational gaps among African American and Latino high school students and White students. The main article, "Are Today's Graduates Ready?" (Kati Haycock and Sandra Huang), examines high school student achievement and graduation rates. High school completion rates have remained unchanged for three decades, with the United States ranking 17th worldwide. High school students are reading no better than their peers a decade ago. Their mathematics and science gains are attributable to improvements before grade 8. Gaps between minority and white students are widening. Racial and gender differences exist in college entry rates, and lack of adequate preparation contributes to very high college dropout rates. Jobs for high school dropouts and high school graduates without further education are shrinking. In the 21st century, students will need at least some postsecondary education. In order to succeed in postsecondary education, high school students must regularly engage in rigorous, challenging work. The summary article, "Actions for Communities and States," prescribes actions for rethinking high school education: (1) clarify goals (K-16) and plot linked reforms; (2) develop partnerships of two-year and four-year institutions; (3) include students in planning: (4) use data analysis to drive the plan; and (5) critically examine state and local policies. (Contains 31 data figures and 16 references.) (SM)

ED 458 352 UD 034 601

Barth, Patte, Ed.
New Frontiers for a New Century: A National Overview.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 25p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Improvement; Educational Quality; Elementary Secondary Education; Equal Education; Higher Education; Low Income Groups; *Minority Group Children; Poverty; Public Education; Teacher Effectiveness

This publication presents an introduction, "New Frontiers for a New Century: A National Overview" (Kati Haycock), which announces a new, online, interactive database of national educational records and discusses the importance of making necessary changes in education. This requires that educators, policymakers, and advocates receive solid information in order to shape policies and practices that will ensure the academic success of all students, particularly those traditionally underserved by public schools. As part of The Education Trust's "Education Watch" series, it highlights data from states leading the country in innovative educational change and offers a framework for immediate action. The main article, "Closing the Gap: Done in a Decade" (Kati Haycock, Craig Jerald, and Sandra Huang), examines a decade of educational achievement data, explaining that although most groups of American students made gains, particularly in math, the gaps separating minority students from white students and poor students from other students remain very wide and continue into college. Research shows that student achievement has less to do with a child's background than with instructional quality. It is important to study successful schools and examine important lessons learned, such as: clear public standards are essential; all students need a challenging curriculum aligned with standards; and every child deserves good teaching. (Contains 18 data charts and 12 references.) (SM)

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Addressing the Social, Academic, and Behavioral Needs of Students with Challenging Behavior in Inclusive and Alternative Settings. Highlights from the Forum on Comprehensive Programming for a Diverse Population of Children and Youth with Challenging Behavior: Addressing Social, Academic, and Behavioral Needs within Inclusive and Alternative Settings (Las Vegas, Nevada, February 9-10, 2001).
65p. L1 ED 457 629

Benchmarks for Accountability: Are We There Yet? 1999 CRESST Conference Proceedings (Los Angeles, California, September 16-17, 1999). CSE Technical Report 547.
51p. L1 ED 458 260

Changes & Challenges: Hot Topics in a New Era of Schools. Proceedings of the Education Law Association Winter Seminar (Park City, UT, March 15-18, 2001). Seminar Outlines.
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Educational Accountability in the 21st Century. 2000 CRESST Conference Proceedings (Los Angeles, California, September 14-15, 2000). CSE Technical Report 549.
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The Facets of Digital Reference. Proceedings of the Virtual Reference Desk Annual Digital Reference Conference (2nd, Seattle, Washington, October 16-17, 2000).
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Information Technology & Multimedia in English Language Teaching. Selected Papers from the ITMELT '99 Conference (Hong Kong, November 6-7, 1999).
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Le langage ecrit: Actes du 6e colloque d'orthophonie/logopedie (Written Language: Proceedings of the Sixth Colloquium on Speech Therapy/Speech Pathology) (Neuchatel, Switzerland, September 21-22, 2000).
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CE082329	ED457331
CE082331	ED457332
CE082333	ED457333
CE082334	ED457334
CE082337	ED457335
CE082338	ED457336
CE082341	ED457337
CE082342	ED457338
CE082343	ED457339
CE082344	ED457340
CE082345	ED457341//
CE082350	ED457342
CE082351	ED457343
CE082352	ED457344
CE082354	ED457345
CE082355	ED457346
CE082356	ED457347
CE082358	ED457348
CE082361	ED457349
CE082362	ED457350
CE082363	ED457351
CE082368	ED457352
CE082377	ED457353
CE082378	ED457354
CE082380	ED457355
CE082382	ED457356
CE082384	ED457357
CE082385	ED457358
CE082387	ED457359
CE082388	ED457360
CE082390	ED457361
CE082391	ED457362
CE082393	ED457363
CE082394	ED457364
CE082395	ED457365
CE082401	ED457366
CE082402	ED457367
CE082407	ED457368//

SE065194	ED458099
SE065197	ED458100
SE065199	ED458101
SE065200	ED458102
SE065201	ED458103
SE065202	ED458104
SE065233	ED458105
SE065241	ED458106
SE065245	ED458107
SE065247	ED458108
SE065248	ED458109
SE065249	ED458110
SE065251	ED458111
SE065252	ED458112
SE065253	ED458113
SE065254	ED458114
SE065256	ED458115
SE065257	ED458116//
SE065259	ED458117
SE065260	ED458118
SE065261	ED458119
SE065264	ED458120
SE065265	ED458121
SE065266	ED458122
SE065268	ED458123//
SE065274	ED458124
SE065282	ED458125
SE065291	ED458126
SE065292	ED458127
SE065293	ED458128
SE065294	ED458129
SE065301	ED458130
SE065302	ED458131
SE065303	ED458132
SE065304	ED458133
SE065305	ED458134
SE065306	ED458135
SE065307	ED458136
SE065308	ED458137
SE065309	ED458138
SE065310	ED458139
SE065311	ED458140
SE065312	ED458141
SE065315	ED458142
SE065316	ED458143//
SE065375	ED458144
SE065377	ED458145
SE065379	ED458146

SO - Social Studies/Social Science Education

SO031448	ED458147
SO031449	ED458148
SO031450	ED458149
SO031451	ED458150
SO031452	ED458151
SO032361	ED458152
SO032362	ED458153
SO032363	ED458154
SO033018	ED458155
SO033028	ED458156//
SO033030	ED458157//
SO033034	ED458158//
SO033035	ED458159

CE082408	ED457369//
CE082409	ED457370//
CE082410	ED457371
CE082411	ED457372
CE082413	ED457373
CE082414	ED457374
CE082415	ED457375
CE082416	ED457376
CE082417	ED457377
CE082418	ED457378
CE082419	ED457379
CE082420	ED457380
CE082421	ED457381
CE082423	ED457382//
CE082426	ED457383
CE082427	ED457384
CE082428	ED457385
CE082429	ED457386
CE082430	ED457387
CE082431	ED457388
CE082432	ED457389
CE082434	ED457390
CE082435	ED457391
CE082436	ED457392
CE082437	ED457393
CE082438	ED457394
CE082440	ED457395
CE082446	ED457396
CE082447	ED457397
CE082450	ED457398
CE082456	ED457399
CE082457	ED457400
CE082462	ED457401
CE082463	ED457402
CE082466	ED457403
CE082467	ED457404
CE082468	ED457405
CE082469	ED457406
CE082471	ED457407
CE082475	ED457408
CE082476	ED457409
CE082480	ED457410
CE082481	ED457411
CE082486	ED457412
CE082502	ED457413
CE082505	ED457414
CE082518	ED457415
CE082522	ED457416
CE082528	ED457417//
CE082530	ED457418//

CG - Counseling and Student Services

CG029790	ED457419
CG029827	ED457420
CG030603	ED457421
CG030875	ED457422
CG030923	ED457423
CG031129	ED457424
CG031161	ED457425
CG031162	ED457426
CG031163	ED457427
CG031164	ED457428
CG031165	ED457429

SO033036	ED458160
SO033055	ED458161
SO033056	ED458162//
SO033057	ED458163
SO033058	ED458164
SO033059	ED458165
SO033060	ED458166//
SO033061	ED458167
SO033064	ED458168
SO033065	ED458169
SO033066	ED458170
SO033067	ED458171
SO033068	ED458172
SO033069	ED458173
SO033070	ED458174
SO033071	ED458175
SO033072	ED458176
SO033073	ED458177
SO033081	ED458178//
SO033109	ED458179//
SO033110	ED458180//
SO033111	ED458181
SO033112	ED458182
SO033113	ED458183
SO033114	ED458184
SO033293	ED458185
SO033447	ED458186

SP - Teaching and Teaching Education

SP040019	ED458187//
SP040090	ED458188
SP040286	ED458189
SP040287	ED458190
SP040289	ED458191
SP040292	ED458192//
SP040293	ED458193//
SP040294	ED458194
SP040297	ED458195//
SP040298	ED458196//
SP040299	ED458197//
SP040315	ED458198//
SP040329	ED458199//
SP040331	ED458200
SP040333	ED458201
SP040334	ED458202
SP040335	ED458203
SP040336	ED458204
SP040345	ED458205
SP040346	ED458206
SP040349	ED458207
SP040354	ED458208
SP040355	ED458209
SP040356	ED458210
SP040358	ED458211
SP040500	ED458212

TM - Assessment and Evaluation

TM032843	ED458213
TM032844	ED458214
TM032845	ED458215
TM033150	ED458216
TM033151	ED458217

CG031166	ED457430
CG031167	ED457431
CG031168	ED457432
CG031169	ED457433
CG031170	ED457434
CG031171	ED457435
CG031172	ED457436
CG031173	ED457437
CG031174	ED457438
CG031175	ED457439
CG031176	ED457440
CG031193	ED457441
CG031194	ED457442
CG031197	ED457443
CG031211	ED457444
CG031212	ED457445
CG031214	ED457446
CG031215	ED457447
CG031216	ED457448
CG031217	ED457449
CG031218	ED457450
CG031220	ED457451
CG031221	ED457452
CG031222	ED457453
CG031223	ED457454
CG031225	ED457455
CG031226	ED457456
CG031227	ED457457
CG031228	ED457458
CG031230	ED457459
CG031232	ED457460
CG031233	ED457461
CG031234	ED457462
CG031235	ED457463
CG031236	ED457464
CG031239	ED457465
CG031240	ED457466
CG031241	ED457467
CG031242	ED457468
CG031243	ED457469//
CG031248	ED457470
CG031249	ED457471
CG031251	ED457472
CG031252	ED457473
CG031253	ED457474
CG031254	ED457475
CG031257	ED457476
CG031258	ED457477
CG031259	ED457478
CG031260	ED457479
CG031261	ED457480
CG031262	ED457481
CG031263	ED457482
CG031264	ED457483
CG031265	ED457484
CG031266	ED457485
CG031267	ED457486
CG031268	ED457487
CG031269	ED457488
CG031270	ED457489
CG031271	ED457490
CG031272	ED457491
CG031275	ED457492
CG031276	ED457493

TM033152	ED458218
TM033327	ED458219
TM033373	ED458220
TM033374	ED458221
TM033375	ED458222
TM033376	ED458223
TM033384	ED458224
TM033385	ED458225
TM033386	ED458226//
TM033387	ED458227
TM033388	ED458228
TM033389	ED458229
TM033390	ED458230
TM033391	ED458231//
TM033392	ED458232//
TM033394	ED458233
TM033395	ED458234
TM033396	ED458235
TM033397	ED458236
TM033398	ED458237
TM033399	ED458238
TM033400	ED458239
TM033401	ED458240
TM033402	ED458241
TM033403	ED458242
TM033404	ED458243
TM033405	ED458244
TM033406	ED458245
TM033408	ED458246
TM033409	ED458247
TM033410	ED458248
TM033411	ED458249
TM033412	ED458250
TM033413	ED458251
TM033414	ED458252
TM033415	ED458253
TM033416	ED458254
TM033418	ED458255//
TM033419	ED458256
TM033420	ED458257
TM033421	ED458258
TM033422	ED458259
TM033423	ED458260
TM033424	ED458261
TM033425	ED458262
TM033426	ED458263
TM033427	ED458264
TM033428	ED458265
TM033429	ED458266
TM033430	ED458267
TM033431	ED458268
TM033432	ED458269
TM033433	ED458270
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TM033435	ED458272
TM033436	ED458273
TM033437	ED458274
TM033438	ED458275
TM033440	ED458276
TM033441	ED458277
TM033442	ED458278
TM033443	ED458279
TM033444	ED458280
TM033445	ED458281

CG031277	ED457494
CG031278	ED457495
CG031279	ED457496
CG031280	ED457497
CG031281	ED457498
CG031282	ED457499
CG031286	ED457500
CG031287	ED457501
CG031288	ED457502
CG031289	ED457503
CG031290	ED457504
CG031292	ED457505
CG031293	ED457506
CG031294	ED457507
CG031295	ED457508
CG031296	ED457509
CG031297	ED457510
CG031298	ED457511
CG031300	ED457512
CG031305	ED457513
CG031306	ED457514
CG031307	ED457515
CG031309	ED457516
CG031310	ED457517
CG031311	ED457518

CS - Reading, English, and Communication

CS014463	ED457519
CS014517	ED457520
CS014537	ED457521
CS217676	ED457522
CS217677	ED457523
CS217727	ED457524
CS217756	ED457525
CS510619	ED457526
CS510620	ED457527
CS510622	ED457528
CS510623	ED457529
CS510624	ED457530
CS510625	ED457531
CS510626	ED457532
CS510669	ED457533
CS510684	ED457534

EA - Educational Management

EA031068	ED457535
EA031116	ED457536
EA031152	ED457537
EA031202	ED457538
EA031239	ED457539
EA031267	ED457540
EA031268	ED457541
EA031269	ED457542
EA031270	ED457543
EA031271	ED457544
EA031272	ED457545//
EA031273	ED457546
EA031274	ED457547//
EA031275	ED457548
EA031276	ED457549//
EA031277	ED457550//
EA031278	ED457551

TM033446	ED458282
TM033447	ED458283
TM033448	ED458284
TM033449	ED458285
TM033450	ED458286
TM033451	ED458287
TM033452	ED458288
TM033453	ED458289
TM033454	ED458290
TM033455	ED458291
TM033463	ED458292
TM033464	ED458293
TM033467	ED458294
TM033469	ED458295
TM033472	ED458296
TM033473	ED458297
TM033474	ED458298
TM033475	ED458299
TM033477	ED458300
TM033481	ED458301
TM033482	ED458302
TM033484	ED458303//
TM033485	ED458304//
TM033486	ED458305//
TM033487	ED458306//
TM033488	ED458307//
TM033489	ED458308//
TM033491	ED458309//

UD - Urban Education

UD034411	ED458310
UD034448	ED458311
UD034465	ED458312
UD034469	ED458313
UD034471	ED458314
UD034524	ED458315//
UD034525	ED458316//
UD034526	ED458317//
UD034528	ED458318
UD034529	ED458319
UD034530	ED458320
UD034531	ED458321
UD034535	ED458322
UD034540	ED458323//
UD034541	ED458324//
UD034542	ED458325
UD034545	ED458326
UD034546	ED458327
UD034547	ED458328
UD034548	ED458329
UD034549	ED458330
UD034550	ED458331
UD034551	ED458332
UD034553	ED458333
UD034554	ED458334
UD034555	ED458335
UD034556	ED458336
UD034557	ED458337
UD034558	ED458338
UD034559	ED458339
UD034560	ED458340
UD034561	ED458341
UD034562	ED458342

EA031279	ED457552//
EA031280	ED457553
EA031281	ED457554
EA031282	ED457555
EA031283	ED457556
EA031284	ED457557
EA031287	ED457558
EA031288	ED457559
EA031289	ED457560
EA031290	ED457561
EA031292	ED457562//
EA031312	ED457563//
EA031313	ED457564
EA031314	ED457565
EA031315	ED457566
EA031316	ED457567
EA031317	ED457568//
EA031318	ED457569//
EA031319	ED457570
EA031320	ED457571
EA031321	ED457572
EA031322	ED457573
EA031323	ED457574
EA031324	ED457575//
EA031327	ED457576
EA031328	ED457577
EA031329	ED457578
EA031331	ED457579
EA031332	ED457580
EA031333	ED457581
EA031334	ED457582
EA031335	ED457583
EA031336	ED457584
EA031337	ED457585
EA031338	ED457586
EA031340	ED457587
EA031341	ED457588
EA031342	ED457589
EA031346	ED457590
EA031347	ED457591
EA031348	ED457592
EA031350	ED457593
EA031354	ED457594//
EA031356	ED457595
EA031357	ED457596
EA031358	ED457597
EA031359	ED457598
EA031381	ED457599
EA031382	ED457600//
EA031435	ED457601
EA031507	ED457602

EC - Disabilities and Gifted Education

EC308609	ED457603
EC308610	ED457604
EC308611	ED457605
EC308612	ED457606
EC308613	ED457607
EC308614	ED457608
EC308615	ED457609
EC308616	ED457610//
EC308617	ED457611//
EC308618	ED457612

UD034563	ED458343
UD034564	ED458344
UD034565	ED458345
UD034566	ED458346
UD034567	ED458347
UD034568	ED458348
UD034571	ED458349
UD034599	ED458350
UD034600	ED458351
UD034601	ED458352

EC308619	ED457613
EC308620	ED457614
EC308621	ED457615
EC308622	ED457616
EC308623	ED457617
EC308624	ED457618
EC308625	ED457619
EC308626	ED457620
EC308627	ED457621
EC308632	ED457622//
EC308633	ED457623
EC308634	ED457624
EC308635	ED457625
EC308636	ED457626
EC308637	ED457627
EC308638	ED457628
EC308639	ED457629
EC308640	ED457630
EC308641	ED457631
EC308642	ED457632
EC308643	ED457633
EC308644	ED457634
EC308645	ED457635
EC308646	ED457636
EC308647	ED457637
EC308649	ED457638
EC308650	ED457639
EC308651	ED457640
EC308652	ED457641
EC308654	ED457642
EC308655	ED457643
EC308656	ED457644
EC308657	ED457645
EC308658	ED457646
EC308659	ED457647
EC308660	ED457648
EC308661	ED457649
EC308662	ED457650
EC308663	ED457651//
EC308664	ED457652//
EC308665	ED457653//
EC308666	ED457654//
EC308667	ED457655//
EC308668	ED457656
EC308669	ED457657
EC308670	ED457658
EC308671	ED457659
EC308672	ED457660

EF - Eric Facility

EF005266	ED457661//
EF005337	ED457662
EF005497	ED457663
EF005630	ED457664
EF005655	ED457665
EF005657	ED457666//
EF005679	ED457667
EF005744	ED457668
EF005990	ED457669
EF005995	ED457670
EF005997	ED457671
EF005998	ED457672//
EF006002	ED457673//

EF006004	ED457674
EF006005	ED457675//
EF006006	ED457676
EF006007	ED457677
EF006008	ED457678
EF006009	ED457679

FL - Language and Linguistics

FL026712	ED457680
FL026900	ED457681
FL026902	ED457682
FL026905	ED457683//
FL026906	ED457684
FL026907	ED457685
FL026908	ED457686
FL026909	ED457687
FL026910	ED457688
FL026911	ED457689
FL026913	ED457690
FL026914	ED457691
FL026916	ED457692
FL026918	ED457693//
FL026919	ED457694//
FL026925	ED457695
FL026932	ED457696
FL026933	ED457697//
FL026934	ED457698
FL026935	ED457699
FL026936	ED457700
FL027125	ED457701
FL801456	ED457702
FL801457	ED457703
FL801458	ED457704
FL801460	ED457705//
FL801461	ED457706
FL801464	ED457707

HE - Higher Education

HE034354	ED457708
HE034355	ED457709
HE034356	ED457710
HE034357	ED457711
HE034358	ED457712
HE034359	ED457713
HE034360	ED457714
HE034361	ED457715
HE034362	ED457716
HE034363	ED457717
HE034364	ED457718
HE034365	ED457719
HE034366	ED457720
HE034367	ED457721
HE034368	ED457722
HE034369	ED457723
HE034373	ED457724
HE034374	ED457725
HE034375	ED457726
HE034376	ED457727
HE034377	ED457728
HE034378	ED457729
HE034379	ED457730
HE034383	ED457731//

HE034385	ED457732
HE034386	ED457733
HE034387	ED457734
HE034388	ED457735
HE034389	ED457736
HE034390	ED457737
HE034391	ED457738
HE034392	ED457739
HE034393	ED457740
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HE034397	ED457744
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HE034401	ED457748
HE034403	ED457749
HE034404	ED457750
HE034406	ED457751//
HE034407	ED457752//
HE034408	ED457753//
HE034409	ED457754//
HE034410	ED457755
HE034411	ED457756
HE034412	ED457757
HE034413	ED457758
HE034414	ED457759
HE034415	ED457760
HE034416	ED457761
HE034417	ED457762
HE034418	ED457763
HE034420	ED457764
HE034421	ED457765
HE034422	ED457766
HE034423	ED457767
HE034424	ED457768
HE034426	ED457769
HE034427	ED457770
HE034428	ED457771
HE034429	ED457772
HE034430	ED457773//
HE034432	ED457774
HE034434	ED457775
HE034435	ED457776
HE034436	ED457777
HE034437	ED457778
HE034438	ED457779
HE034439	ED457780
HE034440	ED457781
HE034441	ED457782
HE034442	ED457783
HE034443	ED457784
HE034445	ED457785
HE034446	ED457786//
HE034449	ED457787//
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HE034453	ED457789
HE034455	ED457790
HE034456	ED457791
HE034457	ED457792
HE034458	ED457793
HE034459	ED457794
HE034460	ED457795

HE034461	ED457796
HE034462	ED457797
HE034463	ED457798
HE034464	ED457799
HE034465	ED457800//
HE034466	ED457801//
HE034467	ED457802
HE034468	ED457803//
HE034471	ED457804
HE034472	ED457805
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HE034474	ED457807
HE034479	ED457808
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HE034490	ED457817
HE034491	ED457818
HE034492	ED457819

IR - Information and Technology

IR020890	ED457820
IR020891	ED457821
IR020892	ED457822
IR020893	ED457823
IR020894	ED457824
IR020895	ED457825
IR020896	ED457826
IR020897	ED457827
IR020898	ED457828
IR020899	ED457829
IR020900	ED457830
IR020901	ED457831
IR020902	ED457832
IR020903	ED457833
IR020904	ED457834
IR020905	ED457835
IR020906	ED457836
IR020907	ED457837
IR020908	ED457838
IR020909	ED457839
IR020910	ED457840
IR020911	ED457841
IR020937	ED457842
IR020953	ED457843
IR020959	ED457844
IR020970	ED457845
IR020978	ED457846
IR021000	ED457847
IR021002	ED457848
IR021003	ED457849
IR021004	ED457850
IR021005	ED457851
IR021007	ED457852
IR021008	ED457853
IR021009	ED457854
IR021015	ED457855
IR021017	ED457856

IR021018	ED457857
IR021019	ED457858
IR058316	ED457859
IR058318	ED457860
IR058319	ED457861
IR058327	ED457862
IR058331	ED457863
IR058332	ED457864
IR058333	ED457865
IR058334	ED457866
IR058335	ED457867
IR058336	ED457868
IR058346	ED457869
IR058389	ED457870

JC - Community Colleges

JC000689	ED457871
JC000691	ED457872
JC010260	ED457873
JC010594	ED457874
JC010620	ED457875
JC010621	ED457876
JC010622	ED457877
JC010623	ED457878
JC010624	ED457879
JC010625	ED457880
JC010626	ED457881
JC010627	ED457882
JC010628	ED457883
JC010629	ED457884
JC010631	ED457885
JC010635	ED457886
JC010636	ED457887
JC010637	ED457888
JC010638	ED457889
JC010640	ED457890
JC010641	ED457891
JC010642	ED457892
JC010644	ED457893
JC010645	ED457894
JC010646	ED457895
JC010647	ED457896
JC010648	ED457897
JC010649	ED457898
JC010650	ED457899
JC010652	ED457900
JC010653	ED457901
JC010655	ED457902
JC010657	ED457903
JC010658	ED457904
JC010659	ED457905
JC010660	ED457906
JC010661	ED457907
JC010662	ED457908
JC010663	ED457909
JC010666	ED457910
JC010667	ED457911
JC010668	ED457912
JC010669	ED457913
JC010670	ED457914
JC010671	ED457915
JC010673	ED457916
JC010674	ED457917

JC010675	ED457918
JC010676	ED457919
JC010677	ED457920
JC010678	ED457921
JC010679	ED457922
JC010680	ED457923
JC010681	ED457924
JC010682	ED457925
JC010683	ED457926
JC010684	ED457927
JC010685	ED457928
JC010686	ED457929
JC010688	ED457930
JC010689	ED457931
JC010690	ED457932
JC010691	ED457933
JC010692	ED457934
JC010694	ED457935
JC010695	ED457936
JC010696	ED457937
JC010697	ED457938
JC010698	ED457939
JC010699	ED457940
JC010700	ED457941
JC010701	ED457942
JC010702	ED457943
JC010704	ED457944
JC010705	ED457945
JC010707	ED457946
JC010708	ED457947
JC010709	ED457948
JC020027	ED457949
JC020028	ED457950
JC020040	ED457951
JC020041	ED457952
JC020042	ED457953

PS - Elementary and Early Childhood Education

PS027970	ED457954//
PS028450	ED457955
PS028943	ED457956
PS029576	ED457957//
PS029716	ED457958
PS029717	ED457959
PS029735	ED457960
PS029747	ED457961
PS029770	ED457962
PS029773	ED457963
PS029774	ED457964
PS029790	ED457965
PS029791	ED457966
PS029792	ED457967
PS029799	ED457968
PS029807	ED457969//
PS029808	ED457970//
PS029809	ED457971
PS029810	ED457972
PS029811	ED457973
PS029812	ED457974
PS029813	ED457975
PS029815	ED457976
PS029816	ED457977
PS029818	ED457978

PS029819	ED457979
PS029820	ED457980
PS029821	ED457981
PS029823	ED457982
PS029824	ED457983
PS029825	ED457984
PS029826	ED457985
PS029827	ED457986
PS029828	ED457987
PS029829	ED457988
PS029830	ED457989
PS029831	ED457990
PS029833	ED457991
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PS029836	ED457993
PS029837	ED457994
PS029838	ED457995
PS029839	ED457996
PS029840	ED457997
PS029841	ED457998
PS029842	ED457999
PS029843	ED458000
PS029844	ED458001
PS029845	ED458002
PS029846	ED458003
PS029847	ED458004
PS029848	ED458005
PS029850	ED458006//
PS029851	ED458007
PS029852	ED458008
PS029853	ED458009
PS029854	ED458010
PS029856	ED458011
PS029857	ED458012//
PS029858	ED458013//
PS029860	ED458014
PS029861	ED458015
PS029862	ED458016
PS029863	ED458017
PS029865	ED458018
PS029868	ED458019
PS029869	ED458020
PS029870	ED458021
PS029871	ED458022
PS029872	ED458023//
PS029873	ED458024//
PS029874	ED458025//
PS029875	ED458026//
PS029876	ED458027
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PS029878	ED458029
PS029879	ED458030
PS029880	ED458031
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PS029883	ED458033
PS029886	ED458034
PS029889	ED458035
PS029890	ED458036
PS029891	ED458037
PS029892	ED458038//
PS029906	ED458039
PS029907	ED458040
PS029908	ED458041
PS029909	ED458042

PS029910	ED458043
PS029911	ED458044
PS029929	ED458045
PS029940	ED458046
PS029960	ED458047
PS029961	ED458048

RC - Rural Education and Small Schools

RC022443	ED458049
RC022561	ED458050
RC022562	ED458051
RC022714	ED458052
RC022904	ED458053
RC022960	ED458054
RC023124	ED458055
RC023157	ED458056
RC023158	ED458057
RC023176	ED458058
RC023177	ED458059
RC023192	ED458060//
RC023195	ED458061
RC023197	ED458062
RC023199	ED458063
RC023200	ED458064//
RC023201	ED458065
RC023202	ED458066
RC023204	ED458067//
RC023205	ED458068
RC023206	ED458069//
RC023207	ED458070
RC023208	ED458071
RC023209	ED458072
RC023211	ED458073
RC023212	ED458074
RC023214	ED458075
RC023215	ED458076
RC023216	ED458077
RC023221	ED458078
RC023229	ED458079//
RC023233	ED458080

SE - Science, Mathematics, and Environmental Education

SE062958	ED458081
SE062959	ED458082
SE062960	ED458083
SE062961	ED458084
SE064138	ED458085
SE064381	ED458086
SE064595	ED458087
SE064596	ED458088
SE064598	ED458089
SE064685	ED458090
SE064687	ED458091
SE064743	ED458092
SE064759	ED458093

SE - Science, Mathematics, and Environmental Education (continue)

SE064928	ED458094
SE065087	ED458095
SE065103	ED458096
SE065191	ED458097
SE065193	ED458098